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ABSTRACT

This document outlines a labor studies program which may lead to several levels of achievement: a certificate in labor studies, an associate degree, an associate of arts degree, or a transfer of credits leading to a baccalaureate degree. The program is intended for labor union members or for anyone else interested in labor studies. Objectives of the proposed program are: (1) to provide a broad understanding and perspective of economic, social, and political problems, (2) to provide educational opportunities for individual growth and advancement, and (3) to equip members of labor organizations with skills needed to exercise their union and civic responsibilities. The curriculum combines the fields of social science, humanities, and communications. The bulk of the document contains descriptions and syllabi for 12 courses, each of which is outlined for an eighteen-week duration. The courses include Introduction to Organized Labor in America, Collective Bargaining (three separate courses), Union Leadership Skills, Structure and Administration of Unions, and a Laboratory-Intern Labor Project. A bibliography listing textbooks, supplementary reading, and films is included for each course. Post-secondary institutions in the United States and Canada offering labor education/labor studies programs based on this model are listed. (KC)

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OBJECTIVES - PROPOSALS - POLICIES

OUTLINES & GUIDELINES

for the

Labor Studies Programs:

To balance the scales
Of Educational Opportunities
In A Just Society...

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COURSE DESCRIPTIONS

AND OUTLINES

SO-011375

FOREWORD

We in the UAW are very excited about the opportunities being afforded us by the nation's 1100 community and junior colleges with their flexible approach to adult labor education, and equally excited about the increased interest among more and more 4-year colleges and universities in the academic potential of labor education.

Pilot programs at several community colleges to date have certainly proved that labor studies programs, especially those credit programs leading to an Associate Degree in Labor Studies, can meet the needs of organized labor in today's ever-changing society.

The 4-year institutions of higher learning, through the medium of the community college's Associate Degree in Labor Studies programs, have become more deeply involved than ever before in the possibilities of affording both the "2 + 2" and the total baccalaureate degree in Labor Studies programs. Many such colleges and universities are now going the route of the Bachelor of General Studies program with major emphasis upon Labor studies. They richly deserve our support and thanks.

These programs will enable workers to extend their horizons to the wider boundaries of metropolitan, complex civilization--to apply a rounded view to the solving of the many problems they face both as participants in a technological revolution and as concerned citizens in a changing world.

These programs will also open up more windows on the world for workers-as-union members, revealing new and challenging opportunities made possible by career education and the labor movement's strong commitment to lifelong learning.

The labor studies programs at the two-year college level, which are so seriously needed to meet the immediate leadership needs of local union officers, bargainers and members are beginning to be projected into baccalaureate and graduate levels at the four-year colleges and universities throughout the nation. This action at the four-year college level not only is meeting a vital need in labor education for workers and their unions in the United States and Canada, but is rapidly evolving into the reality of Labor Education as a bona fide, professional, recognized academic discipline in a field of study and practical application most urgently needed in our society, today.

The Degree in Labor Studies objectives, proposals, policies, course descriptions and outlines offered in this publication are meant to be used only as a guide.

Where such labor subjects have been taught, they have been most effective and well-received by the students concerned. We do not suggest that the course descriptions and outlines contained herein are mandatory. However, we do suggest that the wide range of materials covered herein should be included in the syllabi of such courses, because they suggest an objective approach to labor studies.

We consider the Labor Studies Programs at the two-year and four-year college level to be no less than "opportunity colleges" for union members--certainly a dream of labor educators for many decades. When such programs evolve and expand, as they certainly will, to include the equally necessary concepts of the "college without walls" and the implementation of a "national labor extension service" into these present programs, then many such dreams of labor education will become reality.

Carroll M. Hutton, Director
UAW Education Department

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HISTORY AND RATIONALE OF THE ASSOCIATE DEGREE IN LABOR STUDIES SINCE 1967

In 1966, the UAW Education Department made a survey of the 110 students from the labor movement, almost all UAW members, who were enrolled in the third and fourth semesters of the Wayne State University Labor School. The purpose of the survey was to determine the interest among the 100 students for continuing their studies in a college level credit-degree program.

The results were pleasantly astonishing! We found that all but eight percent were interested in enrolling in an Associate Degree in Labor Studies program and that seventy-five percent would be willing to meet college standards and requirements in order to enroll in a two-year college Associate Degree in Labor Studies program with a major in the American Labor Movement.

The reasons for this increased interest are rather obvious to students of the labor movement. The need today is great. Contract language today is far more complex and varied in intent, meaning, interpretation and application at the local bargaining unit level where the day-to-day responsibilities of making the contract workplace an ever-increasing burden of responsibility upon the grievance handlers and local union officers on the plant floor, or at the initial stages of the grievance procedures of the UAW and every other international union.

In addition to the increasing complexities of the working agreements, unions today have negotiated insurance, pension, supplemental unemployment benefits, health and safety and equal opportunities agreements, all of which involve greater functional and administrative skills, not only at the usual workplace level but increasing involve the need to have a familiarity with the applicable Federal and State laws which govern their workplace application.

In the last quarter century, the nature of the American Labor Movement and of American society has undergone rapid and profound changes. And since the majority of the larger American unions have their international union counterparts in Canada, Canadian workers in most ways, are similarly affected by many contractual factors in their working agreements.

For the unions to fulfill their proper maximum responsibility in the coming years, labor must acquire new information and added skills for existing leadership, while developing channels for the selection and development of new leadership, a leadership able to stay abreast of the speedy transitions that characterize the present era.

In addition to the change in numbers from some three million members in the 1930's to about eighteen million today, the labor movement has made changes in its basic structure, its scope and outlook and has become a significant economic, social and political force.

The old "bread and butter" appeal of labor education, important though it is, does not completely suffice in years of relative affluence and industrial stability to inspire the rank-and-filer.

We have further broadened and expanded the original ADLS programs to include several two-plus-two programs in cooperation with community colleges and the four-year colleges and universities.

We have gone beyond this to help establish and look forward to the full implementation of a four-year Baccalaureate Degree in Labor Studies at Eastern Michigan University in Ypsilanti, Michigan.

The need for unions to assume a role of social responsibility is greater at present than ever, because of the very size, influence and status of the labor movement. Society in turn insists that unions play such a necessary role.

To harness and use for the common good, this considerable power of labor requires an understanding of human organization and behavior in our whole society.

In an attempt to meet some of the most urgent needs, unions have developed educational programs administered and financed from their own resources. They are, of course, also working closely with universities. Yet as of today, their total effort is still small in relation to needs and concentrated to a large degree on "leadership" subjects.

Therefore, what is required is the establishment of an associate degree in cooperation with community and junior colleges where workers, union leaders and students can acquire a greater understanding of the enlarged body of knowledge uncovered by a behavioral and social science. Only such a "liberal education" can better equip union leaders and students of the labor movement to integrate itself dynamically in the total society.

We know this kind of work education program cannot and should not be confined to any one state or province alone. Our Union, working in close cooperation and coordinating our own efforts with those of all other interested unions throughout the United States and Canada, hopes to extend the total number of labor-oriented programs into all areas of union membership concentrations where worker interest and academic facilities and staff are available and willing to work with us in this effort. To do this, we must have the understanding, help and cooperative efforts of concerned college and university educators.

An increasing number of colleges and universities have shown a new or renewed interest in working with the UAW in a variety of labor studies programs.

A study by Professor Allen Menlo, of the University of Michigan's School of Education, has demonstrated the lasting effect of UAW education methods on students at the union's summer schools.

Before and after testing of 199 students at two of the UAW's summer schools revealed that the week-long schooling had a lasting, positive effect on these local union leaders.

Professor Menlo, after studying the result of his survey, had a word of caution--and of hope--for labor education.

"In view of the known difficulties in adult education," he reported, "the UAW should be cheered by the gains made in its summer schools."

"The most realistic expectations," he wrote, "ought to be student achievements which are moderate in size, but reliable or substantial in quality. This kind of change may stand the greatest chance of actually being practiced and maintained in later behavior of students..."

These are realistic expectations, we believe. Education of adults does make a difference to them, the survey showed; it makes them more aware of their world and of its problems.

Workers, it would seem, are ready for their Golden Age of learning. We in worker education are going to do our best to be ready for them in the future, in every positive way that we can. And, for the labor movement to be successful in preparing our members and their families for the world of tomorrow, we need the help of the professional educators in the field of postsecondary education today.

We in the UAW believe strongly in education. We would like to help our members in all the roles they will play--in the technical skills they need as union leaders; in the knowledge and awareness they will bring to their work in the community; in the grasp of world problems and complexities; and, finally, as family men and women concerned about the world they will leave to their children.

The key points of these programs follow. Our objectives and policies relating to these programs are contained in the following pages. They have been prepared to share with other groups our experiences and achievements.

PURPOSE OF THE LABOR STUDIES PROGRAM

The purpose of the Associate Degree in Labor Studies, the Two-Plus-Two and the four-year Bachelor of Arts in Labor Studies Program is a threefold one:

1. To provide a broader understanding and perspective of economic, social and political problems of our society and the role which unions and workers should play in it;

2. To provide educational opportunities for individual growth and advancement; and

3. To equip members of labor organizations with technical skills needed to exercise their union and civic responsibilities, especially those arising in urban areas.

OBJECTIVES OF THE UAW IN SUPPORTING THE ASSOCIATE DEGREE IN LABOR STUDIES AT COMMUNITY AND JUNIOR COLLEGES

1. To improve the leadership and citizenship potential of prospective local union leaders.

2. To increase competency for self-advancement, as well as improving eligibility for election and appointment to positions of greater responsibility.

3. To provide educational opportunity for individual growth, through a broader understanding of economic, social and political problems of our society and of the role unions and workers should play in it.

4. To acquire and maintain this understanding of the problems of our society through proficiency in the methods of the social sciences and through habits of awareness and responsibility.

5. To afford the aspiring union leader who wishes it the baccalaureate and graduate study route to professionalism in his chosen life work by offering the appropriate degree of merit at the appropriate level of achievement.

6. To offer terminal studies in leadership skills to those who might choose this option.

7. Overall, to equip members of labor organizations, the UAW in particular, with technical skills and social understanding needed to exercise their union and civic responsibilities.

WHAT THE UAW PROPOSES

1. The UAW Education Department will fully support and help in the establishment of an Associate Degree in Labor Studies Program at colleges and universities.

2. The Associate Degree in Labor Studies Program is to be a two-year program designed to train UAW and other union members in labor-related and liberal arts areas of study to broaden their knowledge and expertise in such areas.

3. The curriculum of this Associate of Arts Degree should also include courses such as economics, sociology, political science, communications skills, psychology, labor history, the humanities and philosophy, indicating strong cognates in the liberal arts areas of study to accompany the major in the American or Canadian Labor Movement.

4. Those completing the prescribed terminal program leading to an Associate Degree in Labor Studies with their major area of studies in the American or Canadian Labor Movement should receive full credit at the community college with full transfer rights to baccalaureate institutions, an objective we have now established, with the fullest cooperation of the faculty and officers of Eastern Michigan University in Ypsilanti, Michigan and many Michigan community colleges.

5. Students admitted to the Associate Degree in Labor Studies Program will meet the same admission requirements as all other students of the community college. This, of course, would mean the high school diploma or equivalent such as GED.

6. Students may take and pass an entrance examination given by the college or be enrolled directly upon recommendation and approval by the designated union representative.

7. Once accepted, all students must take course examinations and maintain passing grades. A honor point average of 2.0 is considered passing by most community and four-year college or university standards and will apply herein.

8. Tuition fees will be in conformity with those charged all other community college students. Partial payment provisions afforded other students would, of course, be applicable to union worker/students. Where possible, the Veterans Administration Educational Benefits Program should be explored for its application and used by returned Vietnam veterans. This program would be open to all students who wanted to take credited courses in the American Labor Movement; however, the UAW would encourage the enrollment of a maximum number of interested workers, members and students.

9. A Labor Advisory Committee will be appointed by each college in cooperation with all interested unions and the designated college faculty. The Labor Advisory Committee must consist of a broad and diverse group of labor representatives within the geographic area in order to promote the maximum number of student/worker enrollments.

LEVELS OF ACHIEVEMENT IN COMMUNITY AND JUNIOR COLLEGE ASSOCIATE DEGREE IN LABOR STUDIES PROGRAM

The labor student will have a wide choice of options as to the various degree and certificate programs, reflecting different levels of achievement, of which the major will be a part in order to accommodate individual goals and needs. The labor studies program may lead to any of the following, but none are mutually exclusive.

1. Certificate in Labor Studies: For those completing the requirements of the major in the American Labor Movement only. It may be applied at a later date towards an Associate Degree.

2. Associate Degree (terminal): For those completing the requirements of the major in the American Labor Movement and those additional requirements of the new labor oriented degree conferred at the college at which they are enrolled. The program may include in part or in full, by individual option, general and supportive education courses which are transferable to senior college and universities.

3. Associate of Arts Degree: For those completing the requirements of the major in the American Labor Movement and those additional requirements of the traditional degree conferred at the college at which they are enrolled. The program will include general and supportive education courses which are transferable to senior colleges and universities.

4. Transfer of Credits Leading to Baccalaureate and Subsequent Degrees: For those who wish to apply credits earned (whether or not an Associate Degree is completed) at a community college towards a Bachelor of Arts or Bachelor of Science Degree and subsequent graduate work, courses should be elected, with proper counseling, that are on the transfer level. Labor students planning to transfer from a community college to other institutions are urged to familiarize themselves as early as possible with the requirements of the senior college or university to which they are considering transfer.

It is the intention of the UAW to join with the community colleges in seeking transfer status and full accreditation for the courses in the Labor Studies Program by the senior colleges and universities. In order to achieve this goal we urge the participating community colleges to fully coordinate and cooperate with those four-year colleges and universities who agree to offer the Baccalaureate Degree Labor Studies. We are opposed to the questionable practice of certain colleges and universities denying transfer credits for certain courses taken by transfer students from other academic institutions. The fault, in such cases cannot lie with the student involved who spent time, money and effort on such courses is all good faith. Inter-collegiate communications between all participating institutions must minimize, if not preclude such credit hours/course subject problems among students enrolled in the labor studies programs.

METHODS OF INSTRUCTION

Methods of teaching will be those tested and proven successful in teaching labor groups, that is, large reliance on the discussion method, and such tools and techniques as audio-visual aids, role playing, workshops and panels. Reading and writing assignments should be an integral part of all programs.

Every effort should be made to assure that there be maximum student involvement and participation in the program.

Colleges will be expected to experiment with various techniques and methods to meet the special needs of workers. They will be urged to individualize instruction as much as possible through tutorial counseling, individual guidance service, and remedial instruction. The regular course programs should be supplemented by seminars, field trips, and institutes. A variation of program methods and approach will allow for a maximum of experimentation and experience.

Efforts will be made to acquaint the participants with the best literature in the fields to be studies, with the sources of information and how to utilize these sources. Special attention will be devoted to helping the participants improve their ability to think critically and soundly and to read, write and speak more effectively.

"All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth."

Aristotle

THE LABOR ADVISORY COMMITTEES

ASSOCIATE DEGREE IN LABOR STUDIES - COMMUNITY COLLEGES

Functions

Labor Advisory Committees are appointed to advise and counsel with college instructors and administrators regarding the instructional program and the development of the curriculum.

The Labor Advisory Committee's functions include:

- Advise college regarding training needs based upon analysis and information obtained from individuals who are recognized for their leadership in the labor movement.
- Make recommendations on how above needs can be met.
- Assist with evaluating the program at the college.
- Assist in determining present and future leadership skills and needs.
- Advise college on curriculum content and selection of resources for programs.
- Suggest and support local, state and national action to assure adequate support for this and other education programs.
- Assist in recruiting students for program.
- Assist publicizing college programs to their immediate community.
- Assist in recruiting instructors.

> "Education is the leading of human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means. The training which makes men happiest in themselves also makes them most serviceable to others."
>
> John Ruskin
> Stones of Venice, 1853

BASIC UAW POLICY GUIDELINES FOR THE UAW'S PARTICIPATION IN THE ASSOCIATE DEGREE IN LABOR STUDIES PROGRAMS:

1. The Associate Degree in Labor Studies Program must be on the basis of an "open enrollment" policy, and for full credit.

2. Establishment of Labor Advisory Committees at each institution, to assist the institution in formulating policy, enrollment procedures, curriculum selection and evaluation and where needed, to exercise decision in the selection of instructors in the labor studies portion of the Associate Degree in Labor Studies Program. Local union leaders, wherever possible should be included on all Labor Advisory Committees, to insure the fullest attention to detail and maximum support for and participation in such programs at the community level.

3. The grade requirements for continuing in the program must be on the basis of a 2.0 HPA or "C" grade average throughout the program.

4. The ADLS program must be fully tuition-refundable and within the guidelines of Veterans' Administration educational payments and labor union contracts. Application of Veterans' Educational Payments Programs, wherever tuition refund language is not a part of contractual provisions.

5. The program should consist of an equal number of Labor Studies courses and Liberal Arts courses, the Labor Studies Program designed to provide a comprehensive and practical approach to effective union representation at the local union leadership level, and the Liberal Arts courses designed to provide a sound and useful background of knowledge within the area of liberal arts and the humanities as they affect the role of labor in the world of today and the future.

6. The ADLS Program must provide for:

   a. A two-year terminal Associate Degree;
   b. A transferable program to a baccalaureate course of labor studies at a four-year institution of higher learning.
   c. A certificate program when the participant wants only the Labor Studies courses in the Major.

7. The UAW seeks to implement and include the following kinds of non-resident credits toward the Associate Degree in Labor Studies Programs at all participating institutions:

   1. College Level Examination Program (CLEP)
   2. Credits-by-Examination
   3. Credits for life experiences, especially union leadership positions, wherever possible to do so.
   4. Reinstatement, through review and consideration, wherever possible, of "overage" credits earned

8. Utilization, where necessary, of the "college without walls" approach to student programs.

9. In every case, coordination and cooperation between the community colleges and the four-year colleges and/or universities will be emphasized, so that all credit hours earned at the community college level are fully transferable to four-year institutions where baccalaureate degrees in labor studies programs are, or may be in effect.

10. Every effort will be made to establish third and fourth year baccalaureate programs in labor studies at four-year institutions within reasonable commuting distance from the participating community colleges, for those union members who want to pursue their labor studies beyond the two-year limitations of the Associate Degree in Labor Studies Programs.

11. In those instances where commuting problems negate the possibility of maximum class attendance, the Labor Advisory Committees should consider the possibilities of bringing the instructor to the class (at a local union hall or other designated meeting place) rather than have the students commute to the campus classrooms.

12. UAW local union education committees within participating community college areas should consider supplementing the available stock of labor-oriented books for community college libraries, to insure that labor's views and history of accomplishments are within the reach of the total student body.

13. Every effort should be made to include and involve regional and local union education representatives, to encourage maximum enrollment and participation in the Associate Degree in Labor Studies program throughout the United States and Canada.

14. The ADLS programs should not be considered as a replacement for or alternative to any present labor education programs throughout the UAW, but as a useful and extended adjunct to all present local union educational programs for UAW leadership and membership.

> "...education is a bridge between man and his work ...between the present and the future...between what we are and what we may become...as individuals, as a nation, as a world..."
>
> U.S. Commissioner of Education, Harold Howe II
> June 14, 1966

CURRICULUM

In line with the stated objectives, the curriculum for the Associate Degree will draw primarily on the fields of the social sciences, the humanities and communication skills. It should have these points of reference.

The Universe in Which the Worker Lives

The most immediate "universes" are the shop, the local union, and the neighborhood. Each of these branches out to a larger universe. From the shop, the worker branches out to the trade or industry and then to the total economy. From the local union, the worker branches out to the national union and the labor movement. From the local union, the worker branches out to the national union and the labor movement. From the neighborhood, the worker, usually as citizen and voter, branches out to the city, state, and nation. Finally, there is the great universe of the world and its impact on all the lesser universes.

The curriculum would extend the horizons of the worker to the wider boundaries of a metropolitan and complex civilization.

An Understanding of the Disciplines

As the "greater" problems are presented, the student-worker has an opportunity to learn about the variety of disciplines available to grapple with modern complexities; economics, political science, sociology, anthropology, psychology, etc. The disciplines will be presented as necessary tools in problem solving.

The Art of Communication

The skills of individual and mass communications must be developed if leadership is to "lead" its own membership and to influence the community. On the theory that good communication is a two-way process, the student-worker will be trained to listen as well as talk, to read as well as write. Speech making, discussion leading, opinion taking will be presented as separate "how-to" courses, while the tools themselves are put to use in the other courses.

A Sophisticated Understanding Of How To Apply All Of The Above To The Problems Of This Decade 1976 - 1986

The curriculum would prepare union leadership to apply a rounded view in problem solving. This view would not only provide a mix of self-interest with social need, of institutional imperatives with public policy, but would also equip leadership with communications skills and sufficient understanding of modern "disciplines" to apply current knowledge to current problems.

The specific details of the curriculum will be determined by the participating colleges after discussions with the advisory committee.

Here is a series of suggested course offerings for a major in the American Labor Movement for a community college curriculum. This listing is only intended to give an idea of a few of the definite needs in this field. There are many other possibilities in the range of the social sciences which might be pertinent.

THE IMPACT ON THE LABOR MOVEMENT

The impact on the labor movement of a program of the scope and nature envisioned here is difficult to predict. It is reasonable to assume, however, that those workers who commit themselves financially and morally to the support of such a program will want to avail themselves of the knowledge and skills which they as students will acquire and that as a consequence, many of them will move upwards in the union leadership. Also, the experience will be immediately transferable to other education activities of unions and colleges and thus raise the quality of what is being done now.

This is a program to add new dimensions to the historic contributions of the American Labor Movement to American society, by adding new dimensions to the personality of labor leadership.

We have had enough experience to date to be able to report a "feedback" on the labor studies program. All such reports are encouraging! Union members/students, while generally refusing to sit still for the standard, stereotyped "lecture" class presentation, offer real challenges and opportunities to their instructors who themselves, come into such classrooms prepared to become involved in the give-and-take communications that exist between instructor and adult students. The instructor who can "relate" to our union members/students enjoys the experience as much as the students do.

The Labor Studies Degree programs are certainly no less than "an idea whose time has come"!

"Nothing else in the world
...not all the armies...
is so powerful as an idea
whose time has come."
Victor Hugo,
The Future of Man

LABOR EDUCATION: A DEFINITION

What is Labor Education?

Labor education in America is a flourishing, expanding activity that continues to change, reflecting the growing educational needs of union members. These needs are based on experience and participation in the labor movement, and reflect the growing complexity of union organizations and activities, their negotiated collective bargaining agreements, the changing character of the labor force, and the rapid technological change this country has been experiencing.

Labor education has been defined as "that branch of adult education that attempts to meet workers' educational needs and interests as these arise out of participation in unions." Three distinct needs are:

1. Training - Learning experiences which have direct application to the participants' official position in the union.

2. Education - Learning experiences which have a strong probability of having application to the participants' activities in the future.

3. Development - Learning experiences which may never have a direct application to the participant as a union member, but serve to increase his/her general store of knowledge and skills.

What is the Purpose of Labor Education?

The purpose of labor education is to enable workers to (1) function more effectively in the work place as unionists; (2) promote the growth, skill, and confidence of the individual; (3) develop a fuller knowledge and understanding of how society operates, so that unionists can participate more effectively as citizens in their communities; also to develop community understanding of the union's programs and objectivies; and (4) provide an opportunity for retired members to continue union and community activities.

The purpose of labor education must continue, primarily, to aim at developing the confidence and skills in workers' ability to analyze ideas and handle situations arising out of their work environment. Its purpose must be to encourage maximum knowledgeable participation of members in the affairs of their own union, and to develop pride and respect for the union and its ability to help build a better life for union members and their families.

How Does Labor Education Operate?

The international and national unions are engaged in a continuing process of labor education to ensure that the local unions are knowledgeable enough to conduct their affairs to exercise their autonomy. This includes grievance procedures and bargaining, as well as economic and social concerns in their community and the members' families active participation therein. International and national unions, in varying degrees, assist local unions in these basic and continuing educational programs to teach local union members and their leadership how to best function to serve their members, their members' families, and the total community.

2. Labor education: a definition

This kind of labor education may or may not be with the assistance of community college and university labor educators who offer programs and courses within the board spectrum of labor studies.

Whom Does Labor Education Serve?

An individual union may sponsor labor education programs that best serve its institutional needs. While such programs may be offered to all members, they are generally directed to the local union activists, officers, stewards, committeepersons, and those members aspiring to such leadership positions, However, they may also involve the unionist who wishes to pursue futher education--whether in labor or general studies, for credit or non-credit, for practical application or intellectual general studies, for credit or non-credit, for practical application or intellectual development. Many such programs of varying design have been set up with union cooperation in universities, colleges, community colleges, and high schools.

What Has Labor Education Done?

Labor education programs have used a vast variety of delivery methods. These include mainly the traditional short courses in the local union hall, of six to eight sessions; full-time conferences lasting one to three days; week-long resident schools (particularly during the summer period); specially-designed staff training programs. In addition, educational leaves and tuition refund contract clauses have encouraged many unionists to take advantage of credit courses leading to a degree in high schools, community colleges, and universities. Resident family education centers in some unions have involved participation of the entire family in union education.

Of more recent note, labor education has expanded its boundaries and frontiers to include the multiple educational possibilities of postsecondary academic educational opportunities at the community college and university levels. The American labor movement--realizing that the proper and efficient application of union representation in all its forms becomes more complicated with each passing day, and each new collective bargaining contract--has turned to the positive values to be gained by increased involvement with career education, the associate degree in labor studies, the concepts of lifelong learning, and the fledgling promising broader opportunities for workers and their unions to attain the "good life" in many ways.

Combined with the labor education programs administered by the labor movement itself--and these new and exciting prospects of postsecondary educational opportunities for workers--labor education is finally gaining the recognition in our society which it so justly deserves.

Respectfully submitted,

Carroll M Hutton

Carroll M. Hutton, Director
Education Department
International Union, UAW

CMH:ef
opeiu42
8/31/76

COURSE DESCRIPTIONS ISSUED BY THE UAW EDUCATION DEPARTMENT

LS 101 INTRODUCTION TO ORGANIZED LABOR IN AMERICA

An overview of the essence of labor studies, designed to involve the student in a continuing course of studies related to all aspects of the labor movement. This course will deal logically and effectively with the growth of the working class, the industrial revolution, the resultant development of unions and their struggles, gains and goals.

The economics of labor based on: employment-unemployment, technological change, productivity, wages and their impact on the economy. Labor laws. Labor's role in politics and the inseparability of the "bargaining table and the ballot box."

The collective bargaining agreement: The development and application of the contract and its effect on labor in the plant and community. Labor's civic responsibility to/in the community.

This course, developed as the first exposure to labor studies, will brush lightly on the many facets of labor, relying on follow-up courses to go into the needed depth.

LS 102 THE AMERICAN LABOR MOVEMENT: ITS HERITAGE & ACHIEVEMENTS

The attitudes, goals and actions of the present-day American labor movement as influenced by events and developments in its history. The conspiracy theory in English and American common law. The beginnings of organized labor, the impact of social Darwinism and the American industrial revolution, the reasons for--and the results of--late 19th Century radicalism. The rise of industrial unionism, the mitigation of judicial reaction and the changing role of government. The problems of confederation and the struggle for political effectiveness and social validity. A look at the future.

LS 103 STRUCTURE AND ADMINISTRATION OF UNIONS

The regulatory statutes, theories, functions and finances. Jurisdictional lines. Allocations of the dues dollars. Local union administrative officers. Duties of the executive board. Eligibility requirements, tenure of office, standing committees and bylaws. On-the-job representation and administrative levels of the grievance procedure. Stewards, bargaining committees, committee chairmen. International union structure. Regional or council substructure. Election procedures. Constitutional convention. Democratic procedures and membership functions.

LS 104 UNION LEADERSHIP SKILLS

Basic leadership skills. The functions of the executive officers and executive boards. Human relations, psychology, psychology of leadership, motivation, communication skills, membership participation, organizational skills, decision-making, problem-solving, small group leadership, and developing and implementing

programs. Reading improvement. Writing techniques and speaking methods. Parliamentary procedure. The union meeting, union newspapers and communications. Membership attitudes about their unions. Role of union volunteer committees.

LS 105 COLLECTIVE BARGAINING I (Negotiations)

Collective bargaining defined. Review of the history of collective bargaining. What collective bargaining has accomplished for American workers. Collective bargaining goals: (1) unions, (2) management. What is covered in a union contract. The legal basis for collective bargaining. Fair representation. Price and tax source factors, economic pressures on both parties in collective bargaining. Wages-prices-profits-productivity. What kind of bargaining proposals. What kind of grievance procedure best fits the specific local union. Responsibilities of the parties in the bargaining process: (1) union leadership, (2) local union membership, (3) management, (4) community. Strike procedures in bargaining. Relationship between collective bargaining and the ballot box. Analysis of the labor contract. "Mock" bargaining session and role-playing.

LS 106 COLLECTIVE BARGAINING II (Administration)

Study of contract content: fringe benefit areas and non-fringe areas of the contract. Working conditions. Training local union representatives to administer the contract. Human relations at the workplace. The grievance procedure. Methods and techniques of grievance-handling. Fair representation. Taking a look at some of the major fringe benefit areas in detail: insurance, pensions and supplemental unemployment benefits (SUB). Differences in administration of the bargaining agreement and the insurance-pension-SUB agreements. The administration of the Occupational Safety and Health Act of 1970 (OSHA). Health and safety committees in the plant: functions, duties, responsibilities and procedures for operation. Equal employment opportunities procedures. "Mock" grievance sessions and role-playing.

LS 107 COLLECTIVE BARGAINING III (Arbitration)

This course begins with the initial steps in the grievance procedure, defining and filing grievances and processing them through the arbitration phase. The grievance procedure as a part of collective bargaining. Study of grievance procedures which have developed in particular work groups. Fair representation. Industrial and craft settings. Skills required in grievance-handling: investigation, interviewing, writing facts, counseling membership, preparing cases for arbitration. Arguing the case at the lower, intermediate and arbitration levels. Actual practice in grievance writing: individual, policy and group grievances. Contractual language and past practice. Established procedures. Arbitration statutes and important court and arbitration decisions. Evidence, submissions, statements, briefs, research techniques, selecting an arbitrator, rules of contract construction. The hearing: examining and cross-examining witnesses. Developing facts before the arbitrator or umpire. Use of opening statements, summaries and writing briefs. Issues

that can come before an arbitrator and how the arbitrator reasons on issues. "Mock" arbitration sessions and role-playing.

LS 108 LABOR LAW

A study of decisions interpreting the Constitution and the laws affecting labor. Court decisions relating to powers of corporations. Labor legislation such as the injunction, National Labor Relations Act (NLRA), Railway Labor Act, Norris-LaGuardia Act, Taft-Hartley Act, Landrum-Griffin Act, Williams-Steiger (OSHA) Act, and fair representation. The effect of law on the collective bargaining process, working conditions, job opportunities, job security and fringe benefits. The law-making process including the impact of elections and lobbying. The role of dissent. The effect of coalitions.

LS 109 TIME STUDY

This course will deal with the establishment of work standards. Starting with the origination, working through job conditions, method description, motion analysis, element breakdowns, time-study equipment, stop-watch training, efficiency rating, standard allowances and the computation of a work standard.

Labor's role in bargaining work standards, negotiating contractual work standard language and the progress in the fight against "speed-up" will be discussed in depth.

LS 110 LABORATORY-INTERN LABOR STUDIES PROJECT

Understanding, defining and meeting urban needs. Population composition and distribution; patterns of immigration and migration; decline of farm economy--from industrialization to automation; changes in labor skills and training; use and misuse of resources; growth of transportation and communication. Impact of change on economic and social institutions. Problems of poverty, housing, job training, health care, education, recreation, etc. Relationship of urban to rural needs. Distribution of income in the United States. Tax policies in the United States. Unemployment, consumer and environmental issues. Civil rights: the Civil War, black movements--north and south, suffragettes, student movement, Women's Lib, Equal Rights Act (ERA), social workers and social movements--historically, welfare rights and welfare reform.

Students will be expected to become involved in a selected term project in a local union or labor council.

NOTE: An outline for this course would be general in nature. Specifics will be left up to the individual instructor.

LS 111 THE AMERICAN LABOR MOVEMENT: A CONTINUING PROCESS

Analysis of current problems, organizational forms, and activities of organized labor. Development of the labor movement from its roots in the evolution of 17th century capitalism to the complex problems of present-day conditions of work and fringe benefit demands. The growth of organized labor from early craft unions, through the struggles of the industrial revolution, to the present multiorganizational federations. Emphasis will be placed on the theory, strategy, goals, and achievements of the union movement in the U.S. with comparative examples of other nations' labor organizations and their activities.

The student will be able to describe the development of the American Labor Movement as a segment of United States history. The student will be able to name examples of and describe three types of labor unions. The student will be able to name and describe at least four major pieces of federal legislation affecting labor-management relations. The student will be able to identify a number of terms representative of the history of the labor movement. The student will be able to analyze two or three general problems which have current impact on the labor movement. The student will be able to compare labor union activity in the United States with that in at least two other nations.

Students will be expected to become involved in a selected term project in a local union or labor council.

LS 112 CREATIVE USE OF LEISURE TIME

Explore the basic fundamentals of the nature, scope and significance of organized recreation units, major program areas, organizational patterns and the interrelationship of special agencies. Introduce methods and materials for planning, organizing and conducting social and recreational activities. Students will familiarize themselves with arts and crafts, individual and team sports (outdoor and indoor), sports officiating, and camping. Social activities such as dances, card parties, hay rides, etc. The mechanics of planning, presenting and supervising a repertoire of social and recreational activities. Emphasis will be placed on working with volunteer committees.

ON THE IMPORTANCE OF THE LABOR STUDIES PROGRAM...

...a program to add new dimensions to Labor Education. Labor studies will not only make you a better union member, but help you to bring the benefits of unionism to others.

--Leonard Woodcock,
President, U A W

INTRODUCTION TO ORGANIZED LABOR IN AMERICA

(Bibliography of reference materials attached)
18-Week Course

1. LABOR HISTORY

   a. The Growth of a Working Class - Session One

      1) Industrial revolution in GB & US
      2) The development of a working class
      3) The changing pattern of employment

   b. The Dynamics & Evolution of Union Growth & Structure - Session Two

      1) The character of early American unions
      2) Local union growth and dominance of the national unions
      3) The rise of the Knights of Labor, AFL-CIO

   c. Labor's Attitude & Approach to Politics - Session Three

      1) Tactics and objectives of radical unionism
      2) The intellectuals and a labor party
      3) Tactics and objectives of business unionism

2. LABOR ECONOMICS

   a. The Effects of Employment Upon Labor - Session Four

      1) Unemployment, underemployment and full employment
      2) Effects of technological change
      3) Economic role of labor markets

   b. Labor As An Economic Resource - Session Five

      1) Theory of supply and demand
      2) Concepts related to productivity
      3) Principles of marginal productivity, substitution and diminishing returns

   c. The Theory, Policy and Problems of Wages - Session Six

      1) Wage determination under perfect competition
      2) Wage determination under imperfect competition and collective bargaining
      3) Wages and their relationship to inflation

3. LABOR LAW & LEGISLATION

a. Unlawful Combinations - Session Seven

1) Background and early statutes in England
2) Doctrines of criminal and civil conspiracy and contractual interference
3) Legality of combinations

b. The Injunction - Session Eight

1) Movement from conspiracy doctrines to labor injunction
2) Nature, forms and uses of the injunctive process
3) Principles of property, labor dispute and yellow-dog contract

c. The Antitrust Era - Session Nine

1) Labor as combinations and a commodity
2) Doctrine of restraint of trade
3) Sherman Act and Clayton Act

d. The Need for a Public Policy - Session Ten

1) Strikes, boycotts, picketing and the anti-injunction (Norris-LaGuardia) Act
2) National Industrial Recovery Act
3) National Labor Relations (Wagner-Connery) Act

e. Government Regulation & Public Welfare Policy - Session Eleven

1) Public guidelines for labor and management
2) Unfair labor practices and the National Labor Relations Board
3) National Labor/Management Relations (Taft-Hartley) Act

4. COLLECTIVE BARGAINING

a. The Labor Agreement (Contract) - Session Twelve

1) Wages, hours and working conditions
2) The grievance procedure

b. Dispute Settlement & Methods - Session Thirteen

1) Arbitration process and purpose
2) Mediation process and purpose
3) Fact-finding process and purpose

c. Role-playing in Collective Bargaining Process - Session Fourteen

1) A short, simplified game in collective bargaining which would require the students to carry out the roles of labor and management in an attempt to successfully negotiate a labor agreement.

5. CONTEMPORARY LABOR PROBLEMS

a. Coordinated Bargaining; Automation and Technology; Wage Controls and Guidelines - Session Fifteen

b. Right-to-Work; Labor Costs and Foreign Trade; Compulsory Arbitration - Session Sixteen

REFERENCE AND RESOURCE MATERIALS

LABOR HISTORY

1. The American Labor Movement by Leon Litwack
2. Labor in America: A History by Foster Rhea Dulles
3. A History of Trade Unionism in the United States by Selig Perlman
4. Organized Labor in American History by Philip Taft
5. The Political Imperative: The Corporate Character of Unions by Gus Tyler

LABOR ECONOMICS

1. Economics: An Introduction to Analysis and Policy by George Leland Bach
2. Economics by John A. Guthrie and Robert F. Wallace
3. Economics: An Analysis of Principles and Policies by Thomas J. Hailstones
4. The American Economy: Principles, Practices & Policies by C. Lowell Harris
5. Economics by Paul A. Samuelson
6. Economics of Labor Relations by Gordon F. Bloom & Herbert R. Northrup
7. Labor Economics: Wages, Employment & Trade Unionism by Allan M. Carter and F. Ray Marshall
8. Introduction to Labor Economics by Orme W. Phelps
9. Unions and Capitalism by Charles E. Lindbloom

LABOR LAW & LEGISLATION

1. Labor Law & Legislation by Stephen J. Mueller and A. Howard Myers

COLLECTIVE BARGAINING & DISPUTE SETTLEMENT

1. Collective Bargaining by Neil W. Chamberlain and James W. Kuhn
2. The Impact of Collective Bargaining on Management by Sumner H. Slichter, James J. Healy and E. Robert Livernash

CONTEMPORARY LABOR PROBLEMS

1. Contemporary Economics: Problems & Policies by Willard W. Howard and Edwin L. Dale,Jr.
2. Technology and Jobs by A. J. Jaffe and Joseph Froomkin

INDEPENDENT READINGS

1. Readings in Economics by Thomas J. Hailstones
2. Economic Issues: Readings & Cases by Campbell R. McConnell
3. Unions, Management & the Public: Readings & Text by E. Wight Bakke, Clark Kerr and Charles W. Anrod

THE AMERICAN LABOR MOVEMENT: ITS HERITAGE AND ACHIEVEMENTS

(Union History Course)
18-Week Course

(Course title for proposed 18-week community college level course in a two-year program designed to help meet the requirements for an Associate Degree in Labor Studies)

SUGGESTED COURSE OUTLINE

1. THE BEGINNINGS OF ORGANIZED LABOR:
   European background. Slave and indentures. The Guilds, the Luddites, the Utopias.

2. FEUDALISM AND ITS DEMISE:
   The evolution of freedom from feudal bonds. The conspiracy in British and American common law.

3. THE CIVIL WAR AND THE INDUSTRIAL REVOLUTION:
   The industrial giants. Social Darwinism and economic cycles. The National Labor Union, the Molly Gaguires, the Knights of Labor.

4. IMMIGRATION EFFECTS AND CRAFT UNIONS:
   The impact of immigration. The effect of Haymarket. The American Federation of Labor.

5. THE ROLE OF THE FEDERAL AND STATE GOVERNMENTS:
   The Homestead and Pullman strikes. The use of the injunction.

6. ANTI-UNION MEASURES AND THEIR EFFECTS:
   Blacklisting. The open shop. Violence and class war. Declining union membership.

7. THE CONGRESS OF INDUSTRIAL ORGANIZATIONS:
   Industrial vs. craft unionism. The Wagner Act. The Roosevelt era.

8. THE INDUSTRIAL WORKERS' BATTLES FOR ORGANIZATION AND RECOGNITION:
   Organization of the great industrial unions. The battles for recognition. World War II and stabilization.

9. MID-TERM EXAMINATIONS:
   Covering the following information: the beginnings of organized labor; feudalism and its demise; the Civil War and the industrial revolution; immigration effects and craft unions; the role of the federal and state governments; anti-union measures and their effects; the Congress of Industrial Organizations; the industrial workers' battles for organization and recognition.

10. THE POST-WAR PERIOD:
The agonies of industrial rehabilitation. The great post-war strikes of 1946. The Taft-Hartly Act restructures the basic labor law. Taft-Hartley in operation. The "right-to-work" states.

11. NEW DIRECTIONS FOR UNION BARGAINING:
Failure of the International Labor Organization (ILO). Political action--the crucial elections. Decisions by the National Labor Relations Board (NLRB).

12. LABOR REUNITED:
The merger of the AFL with the CIO in 1955. The liberal coalition. Organizing the south.

13. NEW ATTACKS ON ORGANIZED LABOR:
Communism, corruption and McClellan. The Kennedy and Johnson administrations.

14. NEW TECHNOLOGIES--NEW ORGANIZATIONAL HORIZONS:
The impact of automation and cybernation in plant and office. White collar organization--technical, office and professional workers.

15. NEW MOVEMENTS--NEW DIVISIONS:
The civil rights movement. The international labor movement. New divisions over social unionism.

16. A LOOK AT THE FUTURE:
The new worker and the new unionist. Attrition and tradition. The retirement of the pioneers.

17. EDUCATION--ITS RELEVANCE TO SOCIAL CHANGE:
A restructuring of constitutional bases. Future problems, future goals. Projections; labor's role in the future.

18. FINAL EXAMINATIONS:
Reviewing the course material of the first eight weeks, but with major emphasis in the following areas of subject matter of the 9th through the 16th weeks: the post-war period, new directions for union bargaining, new organizational horizons, new movements--new divisions, a look at the future, education--its relevance to social change.

BIBLIOGRAPHY, WITH AUDIO-VISUAL AIDS AND MATERIALS

FILMS:

This Union Cause
Sitdown
A Strike is a Strike is a Strike
The Inheritance
With These Hands
Walter
Automation--the Next Revolution
The Rise of Labor
Decision at Delano
With These Hands

BOOKS:

Abbott, William L., The American Labor Heritage, University of Hawaii Press

Brooks, Thomas R., Toil and Trouble, Dell Press

Pelling, Henry, American Labor, Chicago, University of Chicago Press

Litwack, Leon, American Labor Movement, New Jersey, Spectrum Books

Whyte, William H., Jr., Organization Man, New York, Anchor Books, Doubleday and Co., Inc.

Fast, Howard, Power, New York, Pocket Books, Inc.

Taft, Phillip, The AFL in the Time of Gompers, N.Y., Harper, 1957 and The AFL from the Death of Gompers to the Merger, New York, Harper, 1959

Bernstein, Irving, The Lean Years, a history of the American worker, 1920-1933, Boston, Houghton, 1960

Galenson, Walter, The CIO Challenge to the AFL, a history of the American labor movement, 1935-41, Cambridge, Harvard University Press, 1960

Lieberman, Elias, Unions Before the Bar, historic trials showing the evolution of labor rights in the United States, New York, Oxford Book Co., 1960

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Ross, Arthur M., & Hill, Herbert, Employment, Race and Poverty, New York, Harcourt, 1967

Uphoff, Walter, Kohler on Strike, Boston, Beacon Press, 1966

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Rayback, Joseph G., A History of American Labor, New York, Macmillan, 1959

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Perlman, Selig, A History of Trade Unionism in the United States, New York, Macmillan Co., 1922

Haber, William, Labor in a Changing America, New York, Basic Books

Josephson, Matthew, The Robber Barons, N.Y., Doubleday & Co.

Hillman, Sidney, Statesman of American Labor, New York, Doubleday & Co., 1952

Rehmus, Charles M. & McLaughlin, Doris B., Labor and American Politics, Ann Arbor, University of Michigan, 1967

Jones, Dallas, The Arbitrator, the NLRB and the Courts, Washington, D. C., Bureau of National Affairs, Inc., 1967

MATERIALS:

Miller, Arjay, "Human Values in the Computer Age," New York, National Industrial Conference Board, 1967

Keyserling, Leon H., "Goals for Teachers' Salaries in Public Schools," Conference on Economic Progress, December, 1967

Seeger, Murray, "The Unions versus the Conglomerates," Dun's Review, February, 1968

Harrington, Michael, "The Social Industrial Complex," Harper's, November, 1967

U.S. Congress (90-1) Senate-Labor and Public Welfare, "Examination of the War on Poverty" (three volumes - 805 pages)

Chamber of Commerce of the United States, "The Need for Labor Law Reform"

Conway, Jack, T., "Organizing the Poor--A New Approach in Community Unions," IUD Agenda, February, 1967, Vol. 3 - No. 2

Economic Council of Canada, "Prices, Products and Employment," November 1966

Levinson, Harold M., "Unionism, Concentration and Wage Changes; Toward a Unified Theory," Industrial and Labor Relations Review

Miller, Vincent; Golden, Harry and Prugh, Peter, "Unions for the Dispossessed," Current, January, 1967

Bowen, Howard R., and Garth, Mangum L., "Automation and Economic Progress," Prentice Hall, 1966

Information Center, IUD-AFL-CIO, "Mobilize America's Resources to Cope with Automation," Agenda, February, 1966

Keyserling, Leon H., "How Well is the Employment Act of 1946 Achieving its Goal," U.S. Office of Manpower Policy, Evaluation and Research, December, 1966

Raskin, A. H., "Payment by the Hour? The Week? The Year? For Life?," New York Times Magazine, September 4, 1966

Scotton, Clifford A., "Canadian Labour and Politics," Canadian Labour Congress

Nelson, Eugene, Jr., "Huelga - New Goals for Labor," Nation, June 4, 1967

Tyler, Gus, "Fresh Breezes in the Labor Movement," The New Republic, May 20, 1967

PUBLICATIONS:

The Federationist - AFL-CIO, 815 Sixteenth St., N.W., Washington, D.C.

John Herling's Labor Letter - 1003 K Street, N.W., Washington, D.C. 20001

Labor union newspapers

THIS IS INDUSTRIAL DEMOCRACY, NOT A SELFISH INTEREST GROUP.

Labor supports Federal aid to school construction, better salaries for teachers, liberal scholarship programs. Are these not proper goals for all America?

Labor asks for health benefits for retired people. It asks for higher appropriations for medical research and hospital and other activities. Are not these desirable social goals?

Labor lobbies for public housing and slum clearance and urban development. Is not this in the public interest?

Labor seeks depressed areas legislation, help for community facilities, bigger roads programs. Are these narrow, selfish interests?

Labor favors multipurpose river projects and atomic energy development for peaceful purposes and conservation of our natural resources. Should we not welcome such support?

This is what I find so right about the labor movement...unions have strengthened the democratic process by giving this voice to millions of individuals.

Senator (then Vice President)
Hubert H. Humphrey, D-Minn.

THE AMERICAN LABOR MOVEMENT: A CONTINUING PROCESS

18-Week Course

Course Outline:

1. Work and Leisure
    a. The purpose of work
    b. Beyond the paycheck -- Meaning of work
    c. Leisure -- Meaning and potential

2. Work and Capitalism
    a. Evolution of capitalism -- Individual ownership of resources
    b. Capitalism and the worker -- Ownership of skill
    c. Entrepreneurship and the worker -- Mobility?

3. Early Labor Organization
    a. Early local craft unions and employer opposition
    b. "Utopianism" and politics of the early unions
    c. Industrial revolution -- Lowell girls v. the Irish

4. American Capitalism "Takes Off"
    a. The "Robber Barons" and cut-throat competition
    b. Corporate organization -- the Standard Oil model
    c. Marriage of convenience between business and government

5. Organized Labor "Takes Off"
    a. The Knights of Labor
    b. The American Federation of Labor
    c. Radical opposition

6. External Struggles of Labor
    a. 1877 -- Class war?
    b. Violence in the mines and mills
    c. Black list, yellow dog, and the Pinkertons

7. Internal Struggles of Labor
    a. Ideology -- which way to go?
    b. Racism, sexism, and devil take the hindmost
    c. I. W. W. v. "the American Dream"

8. Between Two World Wars
    a. The Lean Years, 1920-1933
    b. The Grapes of Wrath
    c. Enter--the Red organizer

9. The New Deal
    a. Marriage of convenience between labor and the Democratic Party
    b. Section 7 (a) Wagner Act, and Fair Labor Standards
    c. Another division in labor's ranks

10. The C.I.O. -- Industrial Unionism
    a. John L. Lewis
    b. Struggle against giants -- "sit down" and organize
    c. Social Unionism

11. World War II Reconversion
    a. The war industries -- a lasting impression
    b. Management gains -- Taft-Hartley Act
    c. Legislative gains by labor

12. The Nervous Merger
    a. AFL-CIO
    b. George Meany and Walter Reuther
    c. The Independents

13. The Movement and Its Members- - Structure
    a. The Federation
    b. The Internationals
    c. The Locals

14. The Rank and File
    a. Hard hats to flight captains
    b. White collared public employees
    c. Racketeers and Revolutionaries

15. Three Examples of Organizational Growth
    a. AFSCME
    b. AFT
    c. UFWOC

16. Three Examples of Foreign Labor Organizations
    a. France
    b. Norway
    c. Israel

17. Three Major Problem Areas
    a. Automation
    b. "The myth of the happy worker"
    c. Politics

18. Four More Years--of what?

a. Wage-Price freeze"
b. The new industrial state
c. The multi-national corporation

19. After Nixon, --what?

a. The internationalization of the struggle
b. Squalor within affluence
c. Is there a crisis of capitalistic values?

BIBLIOGRAPHY

A. Textbooks

Union, Barbash

Blue Collar and Hard Hats, Sexton & Sexton

The Workers, Lasson

Sky Full of Storm, Institute of Industrial Relations Berkeley

Suscribe to and receive supplements from:

American Federationist

Monthly Labor Review

THE NEED FOR CONTINUING UNION EDUCATION

Education, as carried on within the Labor Movement, is different in the United States than in some other countries of the world inasmuch as we do not primarily carry on educational programs to wipe out illiteracy. Our educational programs are designed primarily to teach the leadership and members how to better administer their agreements and also to better understand the political, economic and social conditions which exist in their plant, in the community, in our country and throughout the world. The practicing of good citizenship is the active participation in all the community and political activities, based upon the knowledge which we have learned of the world around us. This program to achieve a better way of life includes the realization that we do not live in a vacuum and that we cannot be successful unless the entire economy is healthy and expanding at a satisfactory rate.

-- Pat Greathouse,
UAW Vice President

THE INSTITUTION AND ITS ADMINISTRATION

18-Week Course

SESSIONS:

1. THEORIES OF LEADERSHIP: An analytic approach to the qualities of a leader. Film: Do Not Bend, Staple, Fold, etc.

2. ADMINISTRATIVE MOTIVATION: How to motivate people, communication, parliamentary procedure.

3. JURISDICTION: An overview of the jurisdictional disputes, laws, industrial lines of demarcation, and how they apply to various unions. Basic structure in terms of jurisdiction.

4. STRUCTURE OF AMERICAN UNIONS: The regulatory statutes. theories, functions and finances.

5. LOCAL UNIONS: Administration, structure, officers, by-laws, etc. A total picture of the administration of a local union.

6. LOCAL UNION SUB-STRUCTURE: This session deals with on-the-job representation, membership, stewards, grievances, etc. Differentiates between a large, small and amalgamated local.

7. INTERMEDIATE BODY IN UNION GOVERNMENT: The grouping of locals whose interests are similar or synonymous in terms of collective bargaining. Discuss the application of the joint councils and the regional offices.

8. CONSTITUTIONAL CONVENTIONS: The functions, membership redress, purpose, committees; all aspects of the convention.

9. THE INTERNATIONAL OR NATIONAL UNION: A complete analysis of the structure, its subordinate bodies and functions.

10. SUB-STRUCTURE OF THE INTERNATIONAL UNION: This session is related to the intermediate body in union government; departments, service representatives, etc. (patterned after the UAW regional level of administration). Film: Local 100.

11. FEDERATION, AFL-CIO: Structure, functions, historical background, main purposes and the governing bodies. A complete analysis of the federation.

12. This session will consist of three main topics:

    1. Power and influence within the AFL-CIO
    2. Alliance for Labor Action (ALA)
    3. The world labor organizations

13. INSIDE PRESSURES OF UNION POLITICS: Explore the various interest groups and the caucus.

14. THE UNION AS A GOVERNMENT: An overview of the union as a functioning governmental organization.

15. LABOR IN POLITICS: Labor's role in the political organizations, the pros and cons of legislation, community involvement, and the various political departments within the labor unions. (Structure and administration). Film: State of the Unions

16. THE LABOR MOVEMENT TODAY: A look at the labor movement in terms of its goals, aspirations and the direction for the future. (Possible speakers to address the students).

    NOTE: If speakers are unobtainable, show the film: People and Politics for Session 15 and State of the Unions for Session 16.

> We do know that learning is a lifelong process. Learning begins before the child is formally enrolled in school; it does not stop with the diploma. Nor is learning confined exclusively to the classroom—it can also occur on the job, in the union hall, through life experience, and in many other ways.
>
> Labor education has functioned with the confident belief that adults, workers, union members, can learn and want to learn the skills needed to assume leadership roles in the shop, in the union hall, and in the community. Moreover, union members increasingly want to learn how the society functions, and how they can participate more effectively in decisions affecting them in the shop and in society.
>
> Unions in many ways have operated to make additional educational opportunities possible for workers. Negotiated tuition refund provisions in collective bargaining agreements encourage workers who wish to continue their formal education. Early retirement provisions with improved and guaranteed pension benefits for life, hold forth the possibility of education for new activities. Many unions have negotiated educational sabbaticals with pay for workers.
>
> The proliferation of community colleges throughout the country means that working people and the children of workers have more ready access to these commuting colleges, offering alternative courses of study and the option of moving on to four-year institutions.
>
> Adult education in these ways becomes a lifetime process — and when it is relevant, alive, flexible, innovative, it can help enrich our lives, offer us additional options, and teach us how to live, learn and work productively in the real world. -- UAW Education Department
>
> Statement on Public Education, 1974

BIBLIOGRAPHY

Recommended Text:

BARBASH, Jack, American Unions - Structure, Government, and Politics, Random House, New York

Films:

Do Not Fold, Spindle, Staple, or Mutilate
A StateLabor Body
Where They Come From
Local 1199
A Mighty Fine Union
The Inheritance
The Rise of Labor
Local 100
People in Politics
State of The Union

Books:

JONES, Garfield, Parliamentary Procedure at a Glance
TAFT, Philip, The Structure and Government of Trade Unions
CAMBRIDGE, The Harvard University Press, 1954
TANNENBAUM, Arnold S., Participation in Local Unions
University of Michigan Survey Research Center, 1958
KUHN, Alfred, Labor: Institutions and Economics, Harbrace series - revised edition
HOROWITZ, Morris A., The Structure and Government of the Carpenters Union, Northwestern University
BROOKE, Thomas R., Toil and Trouble, Dell
LIPST, PROW & COLEMAN, Union Democracy, Anch
FARM LABOR ORGANIZING 1905 - 1967, N.A.C.O.L.
SCHLOSSBERG, Stephen, Organizing and the Law, BNA
LIPTON, Charles, The Trade Union Movement of Canada, Canadian Social Publications Ltd., 1967
McDONALD, Daniel J., The Life of a Labor Union Man
Statesmen, New York, E.P. Dutton Co., 1969
STIEBER, Jack, Governing the UAW, Michigan State University

NOTE: For additional reading materials, check the Labor Archives, Wayne State University, Detroit, Michigan.

Supplement the assigned text with periodicals pertinent to the course.

From the Plant . . .

New and young union members who become active today in the labor movement do not necessarily have to go through the "School of Hard Knocks," to gain knowledge and skills to become a union leader.

The route being offered now through union education, and college and university labor education, is much more appropriate for modern times.

. . . To a richer way of life

STRUCTURE AND ADMINISTRATION OF UNIONS
(Course Outline and Reading Assignments)
18-Week Course

1. Introduction

The structure of the labor movement today, along with some thoughts on the main threads of labor history, the forces that shaped and colored it. — 1 week

2. In the Beginning

Labor in the colonies and the revolution. The beginnings of union organization. The cordwainers and conspiracy. — 1 week

Read: Champions of Labor, chapter 1
Toil and Trouble by Thomas R. Brooks
chapters 1 and 2

3. Sylvis and the National Unions

The rise of the national economy and the emergence of national unions. — 1 week
The setting of industrialization. Sylvis and the National Labor Union.

Read: Champions, chapter 2
Toil and Trouble by Thomas R. Brooks
chapters 3 and 4

4. Powderly and the Knights

The rise of the Knights of Labor. The clash with the unions: in goals, techniques, philosophy. The emergence of the AFL. — 1 week

Read: Champions, chapter 3
Toil and Trouble by Thomas R. Brooks
chapter 5

5. Sam Gompers and the AFL

The rise of industry. The flood of immigration. The open-shop assault. — 2 weeks
The shape and character of the AFL.

Read: Champions, chapter 4
Toil and Trouble by Thomas R. Brooks
chapters 6 and 7

6. From the Left

Debs and the ARU. The Socialists and AFL. Haywood and the Wobblies.
The immigrants and the unions. — 2 weeks

Read: Champions, chapters 5 and 6
Toil and Trouble by Thomas R. Brooks
chapters 8 and 9

7. Turning Point -- 1

The great depression: its impact on the economy, the society, the unions. — 1 week

Read: Champions, chapter 7
Toil and Trouble by Thomas R. Brooks
chapters 11 and 12

8. Turning Point -- 2

Response to the depression. John L. Lewis and the CIO.
The changed role of government. — 1 week

Read: Champions, chapter 8
Toil and Trouble by Thomas R. Brooks
chapters 13 and 14

9. What Have You Done Lately?

Strikes and Taft-Hartley. Welfare and pensions. Corruption and Landrum-Griffin. Inflation and unemployment. — 2 weeks

Read: Champions, chapters 9 and 11
Toil and Trouble by Thomas R. Brooks
chapters 16 through 18

10. The Black Worker

A historic consideration of the response of the unions to the black worker and assimilation of minorities in the work force. — 1 week

Read: Champions, chapter 14
Toil and Trouble by Thomas R. Brooks
chapter 19

11. Labor in California

A quick survey: the beginnings. The fight against deflation. The battles of the open-shop. The farm workers. 1 week

Read: Sky Full of Storm by Dave Selvin

12. The Issues Today

A short examination of some of the critical issues today: Political action. Black workers. Automation. Economic policy. 2 weeks

BIBLIOGRAPHY

Champions of Labor, David F. Selvin

Toil and Trouble, Thomas R. Brooks

Sky Full of Storm, David F. Selvin

To Build a New World, Thomas R. Brooks

Brief History of the American Labor Movement
U.S. Department of Labor

Organized Labor in American History, Phillip Taft

History of Labour in the U.S., John R. Commons

Labor and the American Community, Derek C. Bok and John T. Dunlop

"A teacher affects eternity; he can never tell where his influence stops."

Henry Brook Adams
The Education of Henry Adams, 1907

STRUCTURE AND ADMINISTRATION OF UNIONS
(Functions of the Institution)
18-Week Course

1. THE QUALITIES OF DEMOCRATIC LEADERSHIP
   - A. Analysis of Leadership
     1. Motives
     2. Prerequisites
     3. Human relations
     4. Problems facing an administrator
     5. Communication - expression of concepts
        - a. Writing a letter
        - b. Oration

2. JURISDICTIONAL LINES
   - A. No-raiding pacts
     1. Jurisdictional

3. FINANCES
   - A. Local, International, Federations
     1. Dues structure
        - a. Percentage of the dues dollar paid into the various accounts

4. ADMINISTRATION
   - A. Local unions - administrative offices
     1. Officers and duties - Executive Board
     2. Eligibility requirements
     3. Tenure
     4. Standing committees
     5. Bylaws
   - B. Local union substructure
     1. On-the-job representation
     2. Administrative levels of the grievance procedure
        - a. Steward
        - b. Bargaining committee - plant chairman
   - C. International - administrative offices
     1. Officers and duties
        - a. Executive Board functions
          - (1) Departments
     2. Eligibility requirements
     3. Tenure

D. International substructure
   1. Regional or council
      a. Functions and duties, areas represented
      b. Eligibility for office
      c. International representatives, business representatives
      d. Departments
         (1) Education
         (2) Organizing
      e. Tenure

E. Elections
   1. Local Officers
      a. On-the-job representatives
   2. International officers
      a. President
      b. Executive board
         (1) Vice-presidents
         (2) Regional directors
      c. Appointive offices
         (1) Approval procedure

F. Constitutional conventions
   1. Committees
      a. Resolutions
      b. Credentials
      c. Constitutional changes
      d. Grievances
         (1) Appellate procedures

   2. Delegates... Elections
      a. Quotas
      b. Duties

G. Membership
   1. Function
      a. Elections
      b. Caucuses
      c. Eligibility
      d. Committees

5. CHECKS AND BALANCES
   A. Trials
      1. Officers
         a. International
         b. Local
         c. Members

A. AFL-CIO
   1. History
   2. Executive Board
   3. Jurisdiction

7. INTERNATIONAL LABOR ORGANIZATIONS
   A. The International Metalworkers Federation
      1. Powers
      2. Structure
         a. Councils

8. LABOR INVOLVEMENT
   A. Community - Politics
      1. Organizations
         a. CAP
         b. COPE
         c. Political parties
         d. Nation
         e. World

9. WILL UNIONS SURVIVE
   A. Open debate concerning the labor movement's role in today's society.

THE SIGNIFICANCE OF EDUCATION

...education is the golden key that unlocks the potential of human growth, that unlocks the genius that lies deep and undiscovered within the average person that education makes possible to discover. And just as education is important in terms of the future of the nation, it is also important in terms of the future of our union...Every generation has to fight new fights, conquer new horizons and achieve new opportunities for human fulfillment. But in order to get the inspiration and the idealism, in order to have a sense of historic purpose, you also have to know where you came from, because unless you know where you came from you don't have a sense of direction in where you are trying to go. That is why education is important...

Walter Phillip Reuther
late President of the UAW

BIBLIOGRAPHY

Recommended Text:

BARBASH, Jack, American Unions - Structure, Government, and Politics, Random House, New York

Film:

Do Not Fold, Spindle, Staple, or Mutilate
A State Labor Body
Where They Come From
Local 1199
A Mighty Fine Union
The Inheritance
The Rise of Labor
Local 100
People in Politics
State of The Union

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TAFT, Philip, The Structure and Government of Trade Unions
CAMBRIDGE, The Harvard University Press, 1954
TANNENBAUM, Arnold S., Participation in Local Unions
University of Michigan Survey Research Center, 1958
KUHN, Alfred, Labor: Institutions and Economics, Harbrace series - revised edition
HOROWITZ, Morris A., The Structure and Government of the Carpenters Union, Northwestern University
BROOKE, Thomas R., Toil and Trouble, Dell
LIPST, PROW & COLEMAN, Union Democracy, Anch
FARM LABOR ORGANIZING 1905 - 1967, N.A. C.O.L.
SCHLOSSBERG, Stephen, Organizing and the Law, BNA
LIPTON, Charles, The Trade Union Movement of Canada, Canadian Social Publications Ltd. 1967
McDONALD, Daniel J., The Life of a Labor Union Man Statesmen, New York, E.P. Dutton Co., 1969
STIEBER, Jack, Governing the UAW, Michigan State University

NOTE: For additional reading materials, check the Labor Archives, Wayne State University.

Supplement the assigned text with periodicals pertinent to the course.

UNION LEADERSHIP SKILLS
(Responsibility and Psychology of Labor Leadership)

Lesson 1. & Lesson 2. — Introduction to Leadership
Definition -- Leadership qualities and traits -- Factors in seeking leadership positions -- Factors in the selection of local union leaders -- Responsibilities and duties of local union leaders

Lesson 3 & Lesson 4 — Interviewing Techniques -- Interpersonal Relationships
Stages in an interview -- Getting the facts -- Getting the member's attention -- (Role-playing by students in various interviewing situations)

Lesson 5 & Lesson 6 — Interviewing Techniques -- Interpersonal
Getting acceptance of necessary action -- Interviewing in the grievance process -- Interviewing the foreman -- Developing working relationship with management personnel (Student role-playing)

Lesson 7 & Lesson 8 — Group Relationships
Areas of conflicts -- Factors in agreements -- Problems of contractual differences -- Union leaders and constituents (Role-playing)

Mid-Term Examination

Lesson 9 & Lesson 10 — Motivating the Union Member
New member vs. old member -- Problems of communication -- Purpose and role of meetings, conferences, socials -- Committee structure

Lesson 11 & Lesson 12 — The Local Union Executive Board
Makeup of executive board -- Board functions -- Role of the executive board and membership in formulating policy -- Steps in decision-making

Lesson 13 & Lesson 14 — Conference Leadership
Chairman (duties, control, problems) -- Agenda-making decisions -- Responsibilities -- Leading membership -- Reporting to membership -- Influencing the action -- (Role-playing by student groups with television aid)

Lesson 15 — Communication Skills
In the leadership -- In the shop, office or on the job -- In the community

Lesson 16 & Lesson 17 — Build the Union
Through effective programs -- Deciding on the needs -- Fitting a program to the needs -- Getting action

Final Examination

COLLECTIVE BARGAINING I -- NEGOTIATIONS
(How To Succeed At The Bargaining Table)

(Course title for proposed 18-week community college level course in a two-year program designed to help meet the requirements for an Associate Degree in Labor Studies)

SUGGESTED COURSE OUTLINE

INTRODUCTION: COLLECTIVE BARGAINING DEFINED:

1. Basic collective bargaining at the plant/office level and the grievance procedure.

2. Advanced collective bargaining at the contract negotiations level of the International Union and the local union.

1. REVIEW OF THE HISTORY OF COLLECTIVE BARGAINING:

Birth of American labor unions. Early union goals and obstacles. Social Darwinism: its effects upon American workers. Resistance to concept of social Darwinism by the labor movement. Social unionism and job consciousness. Contract (work-oriented) unions versus legislative (socially-oriented) unions -- failures of both in times of crisis.

2. THE FIRST STRIKES OF AMERICAN WORKERS AND THEIR UNIONS:

Cause, effect, and achievements of American labor unions in major areas of workers' concerns.

3. REVIEW OF COLLECTIVE BARGAINING PRINCIPLES AS A BASIS FOR GREATER JOB SECURITY AND HUMAN DIGNITY FOR WORKERS:

a. Names, seniority, union representation, grievance procedure, promotional opportunities, job classifications, health and safety, protective equipment, shift preference, relief periods, work standards, uniform pay scales, call-in-pay, job tenure (teachers), rotation of premium time.

b. Human dignity, paid holidays, paid vacations, paid absence allowance, moving allowances, jury duty pay, bereavement pay, military duty pay, paid-up life insurance, sickness and accident benefits, long-term disability benefits, hospital-medical-surgical benefits protection, equal pay for equal work, anti-discrimination clauses.

c. Layoff disability benefits, guaranteed annual income benefits, supplemental unemployment benefits, severance pay, pensions, prescription drug programs, guaranteed annual wage increases, cost-of-living increases, overtime pay after eight hours, time-and-one-half for Saturdays, double-time for Sundays, triple-time for holidays, shift premium pay, etc.

4. COLLECTIVE BARGAINING GOALS:

a. What the union wants from collective bargaining.
b. What management wants from collective bargaining.
c. The work ethic and the modern day assembly line.

5. ELEMENTS OF COLLECTIVE BARGAINING:

a. Relationship and attitudes between the parties.
b. Bargaining power:
   of the union
   of management
   examples
c. Pressures on the bargainers.

6. WHAT IS COVERED IN A UNION CONTRACT:

Meeting the needs of union members at the international union level of bargaining. Meeting the needs of members (working conditions, pay scales, seniority, etc.) at the local union level of bargaining.

7. THE LEGAL BASIS FOR COLLECTIVE BARGAINING:

History of collective bargaining's legal process: the National Recovery Act (NRA). The Wagner Act. The National Labor Relations Board (NLRB) and its effect on workers and their rights in bargaining. Other factors.

8. PRICE AND TAX SOURCE FACTORS IN COLLECTIVE BARGAINING:

What goes into prices (labor, depreciation, supervision and clerical, material, executive bonuses, profits, executives' salaries, advertising, research and development, maintenance, retailing, tools, buildings and equipment, taxes, etc.)? Examples of price/wage/profits statistics from the 1970 UAW-GM collective bargaining negotiations.

9. MID-TERM EXAMINATIONS:

Covering review of history of collective bargaining, the first strikes in American labor history, collective bargaining principles incorporated

in current labor contracts, bargaining goals and the work ethic in modern industry, elements of bargaining, differences between bargaining at the international union and local union levels, legal basis for bargaining, price, tax, (school and property taxes, etc.) are factors in today's bargaining climate.

10. WAGES AND COLLECTIVE BARGAINING:

Wages-prices-profits-productivity. Some basic teachings of the great economists, income, interest rates, unit costs and productivity, culture, technology and economics, competitors' wage rates.

11. COLLECTIVE BARGAINING AND THE LAW:

Contract terminations (forms and procedures, time limits, etc.). Subjects for bargaining. Legal and illegal subjects. Good-faith bargaining. Unit erosion and job attrition.

12. WHAT KIND OF COLLECTIVE BARGAINING PROPOSALS:

Needs of members. Existing language (retain, reject, modify). Economic considerations (factors involving national economy and the corporation or state/community tax base for public employees), and their impact and effect upon bargaining demands. What kind of working conditions proposals? What kind of language to resolve local union (or community-based, in case of public employees) problems?

13. LOCAL UNION LEADERSHIP RESPONSIBILITIES IN THE PREPARATION AND PRESENTATION OF COLLECTIVE BARGAINING DEMANDS:

Bargaining goals from the viewpoint of the local union's membership. Management considerations. The general public. Role of the news media in a labor dispute.

14. LOCAL UNION MEMBERSHIP RESPONSIBILITIES AND PARTICIPATION IN THE PREPARATION OF UNION CONTRACT BARGAINING DEMANDS:

Membership awareness of proposed changes. The problem approach to contract changes. What kind of language is needed to correct the conditions? Membership support of their bargaining team. Keeping the members aware of the status of negotiations in a changing situations.

15. STRIKE PROCEDURES AND COLLECTIVE BARGAINING:

Preparation for the strike vote. Preliminary steps to the strike vote.

Conducting the strike. Strike insurance benefits (eligibility and administration). Membership participation and information on status of union negotiations, ratification meetings.

16. UNION RELATIONS DURING COLLECTIVE BARGAINING ACTIVITIES:

The membership as a source of collective bargaining power. Community relations. Union responsibilities during a "no contract" period. Role of the international union in local union negotiations.

17. a. ADMINISTERING THE NEW UNION CONTRACT:

Membership and leadership educational classes on the contract. New language vs. the old. Applying new contract language on the plant/office floor. Day-to-day relationship with the union members, management, local union bargainers, grievance handlers and officers.

b. RELATIONSHIP BETWEEN COLLECTIVE BARGAINING (THE BREAD BOX) AND LEGISLATIVE ACTION (THE BALLOT BOX) AS A MEANS OF PROTECTING COLLECTIVE BARGAINING GAINS:

Labor history and labor benefits. Legislative actions by anti-union state and federal legislators nullify labor's gains and weaken union agreements. Registering to vote. Analyzing the political candidate's position as it affects workers and their unions. Knowledgeable union members and the political processes. Getting out the vote. Liaison activities between union members' legislative representatives and state/federal legislators to promote social progress. Labor education as continuing factor in obtaining a better way of life for workers and their families. Labor's involvement in the community.

18. FINAL EXAMINATION:

To include the foregoing subject matter, with special emphasis on the following: Agricultural labor. The need for research in collective bargaining. Coalition bargaining. Multiple-employer bargaining. The government's role in bargaining. Mediation: its uses and limitations in collective bargaining. The NLRB: effect of the Board and its decisions upon collective bargaining. Technical, office and professional workers. The Taft-Hartley Law. The Taylor Law. The Landrum-Griffin Law. Technological factors in union-management negotiations.

BIBLIOGRAPHY

Recommended Texts:

Upholl, Walter H., Kohler on Strike, Beacon Press Books

Connors, Terrence, Talks with Stewards, UAW

Bell, Daniel, Work and Its Discontents, League for Industrial Democracy

Essays: The World of the Blue Collar Worker, Quadrangle Books, 1972

Connors, Terrence, Problems in Local Union Collective Bargaining, UAW, 1970

Schlossberg, Stephen, Organizing and the LAW, BNA

Dissent, Magazine, Quarterly Publication, Dissent Publishing Corporation, New York

Doherty, Robert E. and Demarchi, Gerard A., Industrial and Labor Relations Terms, ILR Bulletin No. 44

*Collective Bargaining Today --Proceedings of the Collective Bargaining Forum-1969, Sponsored by the Institute of Collective Bargaining and Group Relations

*Recommended textbook for course

Recommended Films:

Man on the Assembly Line - B&W, 30 minutes

GM Strike Report - 1970, B&W, 58 minutes

Issues and Answers - B&W, 26 minutes

Sitdown - B&W, 25 minutes

Strike in Town - B&W, 40 minutes

This Union Cause - Color, 23 minutes

This is the UAW - Color, 30 minutes

UAW Bargaining Report (UAW-Caterpillar Settlement, 1967) - B&W 30 minutes

Do Not Fold, Staple, Spindle or Mutilate - B&W, 50 minutes

The Industrial Worker - Color, 18 minutes

COLLECTIVE BARGAINING I -- NEGOTIATIONS

(Labor Relations and the Collective Bargaining Process)

18-Week Course

I. First eight weeks: An overview of Collective Bargaining: The Structure, The Process, The Contracts

1. The structure of bargaining

   A. Determining factors: craft and industrial unions, single and multi-employer units; single and multi-union units; city, regional, state, and national bargaining units; the product market, and competitive factors

   B. Patterns in the area, in the state, and in the nation

2. The negotiating process

   A. Relationships between the parties

   B. Dynamics and flexibility of the process: potential for experimentation, creativity and change

   C. Formulation of demands; shaping the package, establishing bargaining credibility

   D. Sources and uses of data, and the role of research in negotiations

3. The character of the written agreement

   A. Scope, content, and classification of contract clauses

   B. Variety and distinctive character of contract provisons: examples from jurisdictions of students

   C. Reasons for the complexities involved

Ninth Week: Mid-Term Examination

II. Next four weeks: Analysis of the Content of the Labor Agreement

1. The quest for worker security: seniority, work rules and automation, discharge and discipline protection, weekly guarantees, severance pay and SUB.

2. The quest for union security: recognition and jurisdictional protections; compulsory union membership and variations; hiring and job-training procedures; contracting work out; right to respect picket lines.

3. Fringe benefits: health care, pensions and profit-sharing

4. Paid time off the job: holidays, vacations and extended leave provisions, sick leave, jury duty, death in family, leave of absence, rest periods, voting time, etc.

5. Wages and hours: job classifications, payment provisions, cost-of-living protection, the work day and the work week and the work year.

6. Grievance procedures and arbitration.

III. Final four weeks: Discussion of Overall Bargaining Strategies

1. Factors in wage bargaining: comparisons; wage patterns; hourly and unit labor costs, productivity concepts, economics of the enterprise or industry, stability and duration of employment, real spendable wages, family budgets, nature of skills involved in the job, opportunities for promotion, physical conditions of the job hazards, abundance or scarcity of labor in the labor market.

2. Strategy and tactics in bargaining: the use of the strike weapon: development of bargaining style; bargaining in good faith; meaning of compromise; understanding the industry, strengths and weaknesses of employer and union; use of mediation, fact-finding and arbitration.

Eighteenth Week: Final Examination

"Only the educated are free."
Epictetus: *Discourses.*

COLLECTIVE BARGAINING II -- ADMINISTRATION

(18-Week Course)

(Course title for proposed 18-week community college level course in a two-year program designed to help meet the requirements for an Associate Degree in Labor Studies)

SUGGESTED COURSE OUTLINE

INTRODUCTION: COLLECTIVE BARGAINING DEFINED

1. STUDY OF CONTRACT CONTENT -- NON-FRINGE AREAS OF CONTRACT CONTENT:

   Recognition. Union security and dues checkoff. Representation. Grievance procedure. Seniority. Hours of work and conditions governing: a. regular hours; b. overtime hours; c. part-time operations. Wages: a. hire rate; b. rate progressions; c. wage spreads; d. wage classifications. Health and safety. Non-discrimination clauses. Equal opportunity provisions. Sanitary working conditions.

2. STUDY OF CONTRACT CONTENT--FRINGE BENEFITS AREA OF CONTRACT CONTENT:

   Paid holidays. Call-in pay. Relief time. Washup time. Cost-of-living allowances. Annual improvement factors. Vacations-with-pay. Equal pay for equal work. Moving allowances. Severance pay allowances. Guaranteed annual income. Paid rest periods. Bereavement pay. Life insurance benefits. Health insurance benefits. Short-term and extended disability benefits. Pension benefits. Tuition refund benefits. Other fringe areas.

3. STUDY OF CONTRACT CONTENT--WORKING CONDITIONS AREA OF CONTRACT CONTENT:

   Washup time. Job classification problems. Management and union "policy" questions. Equalization of hours procedures. Shift transfer procedures. Safety equipment. New department information. Employee workloads. Time study problems. Employee notification situations. Safety glasses and hearing aids. Union bargaining unit lines. Job classification demarcation lines. Transportation of employees between plants in multiple plant operations. Production standards. Payday procedures. Vending machine operations for employees' benefits. Daily, temporary, and permanent transfer of employees. Posting of seniority and other employee-related work lists.

Replacement of loss of personal property to employee. Cafeteria and lunchroom conditions affecting employees. Unsafe working conditions. Smoking rules. Time off for personal reasons. Job elimination. Combining jobs within existing wage/seniority classifications. Machine operations. Assembly line operations. Assignments of semi-supervisory employees to union-represented jobs. Job-training programs for employees. Job description (content and analysis, validity and application). Use of employee rest areas. Safety policies on safety equipment. Handling of transfer requests. Right of employees to refuse assignments under certain, spelled-out conditions. Foremen and salaried employees performing union work. Adequate relief periods for employees. Maintaining employee entrances/exits, etc.

4. TRAINING THE LOCAL REPRESENTATIVE TO ADMINISTER THE CONTRACT:

What are the duties of the plant floor or office workers' bargainer (steward or committeeman)? Principles of leadership. Learning the contract. Know the foreman or supervisor. Know structure and operation of the union. Contractual rights of union (the grievance-handler), and management (foreman or supervisor) under the law. The steward as negotiator.

5. HUMAN RELATIONS AT THE WORK PLACE:

What is collective bargaining? Communications with fellow-workers, other union officers, and bargainers; and with management representatives. Understanding frustrations of the work place and its effect upon workers today.

6. THE GRIEVANCE PROCEDURE:

Analysis of grievance procedures. Variations in the grievance procedure. Pitfalls and dangers to avoid in the grievance procedure. Handling grievances: relationship with union members; relationship with other union officers; relationship with management.

7. APPLYING THE GRIEVANCE PROCEDURE BEST SUITED FOR THE LOCAL UNION'S NEEDS:

What kind of language does the grievance procedure contain? What constitutes a "grievance"? What kind of grievance: individual, group, policy, a combination of all three? How is union representative involved by the aggrieved employee--proper procedures for calling the grievance representative. What kind of a grievance form is most suitable to meet local union/management needs?

What are the various steps (sequence) of the grievance procedure: How are they applied? What are the referral procedures of the grievance procedure? What are the arbitration procedures? What problems are to be mutually resolved through the grievance procedure? Which problems are retained by the union as "strike issues" not subject to the grievance procedure? Is there a "no-strike clause" in the grievance procedure? What procedures apply to "policy" grievances (grievances affecting existing practices; policies; and/or several employees, departments, shifts, or working conditions)? What is the importance of mandatory vs. permissive language in establishing a working and workable grievance procedure?

8. PROPER INVESTIGATION OF THE GRIEVANCE:

At the first step. At the second step. At the union bargaining committee/management labor relations level. Grievance fact sheets. Witnesses. On-the-spot investigations by grievance handlers. Emphasis on "fact-gathering" at the first step. Do's and don'ts of grievance investigations on the plant or office floor at the first steps.

9. MID-TERM EXAMINATION:

Covering such areas as study of contract content in non-fringe areas, fringe areas, working conditions areas, duties of grievance handler, human relations at the work place, analysis of grievance procedure, negotiating the best kind of a grievance procedure for the specific local union involved, and the proper investigation of the grievance on the plant/office floor at the first step. The five W's.

10. WRITING THE GRIEVANCE (LOWER STEP PROCEDURES):

Kinds of grievances (individual, group, policy, etc.). Grievances must contain: protest (of management's actions); charge (of management violation of agreement, understanding, etc.); demand (for restitution). How to write grievances properly. Practice in writing grievances properly in class. Presenting the grievance.

11. GRIEVANCE HANDLING AT THE HIGHER STEPS OF THE GRIEVANCE PROCEDURE:

Who bargains at the higher steps? How is grievance handled at higher steps? Adhering to time limits in processing the grievance. Group (bargaining committee) bargaining at the higher steps. Responsibility of local union officers. Responsibility of International Union. Responsibility of management.

12. HANDLING THE DISCIPLINARY CASES:

What kind of discipline? What kind of penalties? Back pay and other claims. Responsibility of all parties concerned to prompt handling of disciplinary cases.

13. THE GRIEVANCE: A PRELUDE TO ARBITRATION:

Processing the arbitration case. Witnesses. Court decision. Awards. Case presentation to the arbitrator, etc.

14. THE FRINGE BENEFITS AREA: PENSIONS:

Normal retirement benefits. Early retirements. Special early or disability benefits. Funding. Administration of pension program. Local union pension representatives. Problems under the pension plans.

15. THE FRINGE BENEFITS AREA: INSURANCE:

Life insurance. Survivor benefits (transition, disability, bridge). Sickness and accident benefits. Health insurance benefits:

a. hospital insurance--extent of coverage, room-board services.
b. unlimited coverage for in-hospital, general medical care
c. convalescent and long-term illness
d. surgical benefits
e. maternity benefits
f. deductibles
g. mental health care benefits
h. prescription drugs
i. dependents' coverage
j. company-paid premiums
k. full premium payments for retirees
l. special benefits to reimburse retirees under Medicare plans

Women On The Move!

16. SUPPLEMENTARY UNEMPLOYMENT BENEFIT PLANS:

Extent of coverage. Amount of benefits compared to normal weekly pay. Administration of SUB plan. Union representative's function and responsibilities under SUB plan.

17. THE TWO ARMS OF PROGRESS: THE BARGAINING TABLE AND THE BALLOT BOX

Relationship between collective bargaining and legislative action. The social responsibilities of local union leadership and membership. Protecting our bargaining gains. Union constitutional requirements on registering, voting. Socioeconomic factors of workers' lives affected by legislative action. Who are labor's traditional opponents in the fight for social justice and improved economic conditions? How the local union officer/bargainer can be effective in representing local union members through legislative action. The day-to-day in-plant (or in-office) relationship between the grievance handlers, the union members, and management representatives.

Documenting weak areas of the agreement or desired changes in agreements for use in future contract negotiations between the two parties.

18. FINAL EXAMINATIONS:

Final examination to cover materials used throughout the entire course with greater emphasis upon materials following the mid-term examination.

BIBLIOGRAPHY

Recommended Texts:

Taft, Phillip, The Structure and Government of Trade Unions, Cambridge, The Harvard University Press, 1954

Tannenbaum, Arnold S., Participation in Local Unions, University of Michigan Survey Research Center, 1958

Kuhn, Alfred, Labor: Institutions and Economics, Harbrace Series, Revised edition

Stieber, Jack, Governing the UAW, Michigan State University

"Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction; in solitude a solace and in society an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage."

Joseph Addison

The following texts are available in paperback form from the International Union, UAW, Education Department at 20% off the list price.

Wellman, Francis, The Art of Cross Examination, Collier — List Price $1.50

Bok, Derek C., & Donlop, John T., Labor and the American Community, Simon and Schuster — List Price $3.95

Connors, Terrence, Talks with Stewards, UAW — List Price $1.00

Connors, Terrence, Problems in Local Union Collective Bargaining, UAW — List Price $2.50

Brooks, Thomas R., Toil and Trouble, Dell — List Price $1.95

Lipst, Trow, and Coleman, Union Democracy, Anchor Books — List Price $1.95

Barbash, Jack, American Unions: Structure, Government, and Politics, Random House — List Price $2.45

Johnson and Kotz, The Unions, Pocket Books — List Price $1.25

Recommended Films:

This is the UAW - Color, 30 minutes

The Grievance - B&W, 30 minutes

The Inheritance - B&W, 55 minutes

Man on the Assembly Line - B&W, 30 minutes

The Rise of Labor - B&W, 50 minutes

The Shop Steward - B&W, 22 minutes

Sitdown - B&W, 25 minutes

Structure of Unions - B&W, 10 minutes

White Collar Grievance - B&W, 42 minutes

Where They Come From - B&W, 42 minutes

With These Hands - B&W, 50 minutes

Do Wage Increases Cause Price Increases - Color, 13 minutes r, 13 minutes

Contracting Out - B&W, 18 minutes

Let's Discuss It - B&W, 27 minutes

Walter - B&W, 36 minutes

COLLECTIVE BARGAINING III--ARBITRATION

18-Week Course

This course would begin with the initial steps in defining and filing a grievance and progress through the arbitration phase. It combines a study of principles and procedures with practice in role-playing grievances, interviewing grievants, writing grievances and researching grievance problems.

1. Grievance Procedures as a part of Collective Bargaining (2 Sessions)

   - Negotiating a workable procedure
   - What are the features of a good procedure?
   - What does the Union seek?
   - What will management press for in a grievance procedure?
   - Time limits, steps

2. Study of Procedures which have Developed in Particular Work Groups

   - Informal procedures compared to formal (2 Sessions)
   - Political grievances
   - Industrial and craft settings
   - White collar and government
   - Responsibilities of the union and the member in the process
   - Individual, group and union grievances

3. Skills required in grievance handling and basic principles

   - Investigating, interviewing, writing facts
   - Counseling members
   - Preparing for submission
   - Arguing the case. How to present it to management

4. Role-Playing of Grievance Cases

   - Interviewing, counseling, arguing of actual cases

5. Writing the Grievance

   - Written grievance records for the union files
   - Written grievance as presented to management
   - Actual practice in writing

6. REVIEWING GRIEVANCE RECORDS FOR ARBITRATION AND/OR COLLECTIVE BARGAINING

   - Is the procedure working?

- Contractual language problems
- Past practice problems
- Establishing precedents
- Factors to consider in arbitrating the issue

- Ninth Week: Mid-Term Examination

7. Arbitration and the Law (2 Sessions)

- The arbitration statutes
- Important court decisions
- Arbitrability issues
- Rights arbitration and interest arbitration

8. Preparation of an Arbitration Case (2 Sessions)

- Evidence, submissions, statements, briefs
- Research techniques
- Selecting an arbitrator
- Rules of contract construction

9. The Hearing

- Examining and cross-examining witnesses. Developing your facts.
- Use of opening statements, summaries and writing briefs

10. Presenting a Practice Arbitration

11. Issues in Arbitration Cases and how Arbitrators reason on Issues

- Promotions, transfers, job assignments (2 Sessions)
- Discharge and discipline
- Contracting out
- Intent versus language
- Penalty clauses

12. Review and Examination (2 Sessions)

Bibliography

How Arbitration Works -- Frank & Edith Asper Elkouri, B & N Books

LABOR AND THE AMERICAN COMMUNITY (18-Week Course)

We are going to try a new approach in teaching union administration which will seek to combine the advantages of two educational methods: the traditional text-and-lecture approach, and the relatively less structure free discussion, organized around a case study.

At each meeting, we shall first discuss a reading assignment in the text, Labor and the American Community, by Bok and Dunlop, and we shall review your written answers to the questions for the week.

After the break, we shall discuss a case study which is intended to bring out certain basic principles in union administration.

At the end of each period, the students will be asked to summarize what we have developed.

Thus, the schedule for each class will be:

Discussion of text and written assignments:	50 minutes
Summary by student of discussion:	40 "
Break:	15 "
Discussion of case study:	50 "
Summary by student of case study:	25 "
Total:	180 minutes

We expect you to write your assignments on the pages of a looseleaf notebook. It would also be a good idea if you took notes on the case study summaries. Thus, at the end of the term, you will have a summary which you can use to conduct classes in your own union.

Since the course program will be dense and compressed, we will start classes promptly and proceed as close to schedule as an intelligent and mature class discussion will permit.

Combined sessions in the course in the 3rd and 4th weeks, 5th and 6th weeks, 11th and 12th weeks, 13th and 14th weeks, and the 15th and 16th weeks enable the students to concentrate upon lecture, reading and writing assignments the first week of such combined sessions and the discussion and case study assignments the second week of the combined sessions.

First Week

In the opening session, we shall discuss the goals and methods of this 18-week course, and then we will talk about the following questions:

What are organizations? How are they constituted?

What kind of organization is a union?

What does the word administration mean?

How does communication affect administration?

How does communication differ in an authoritarian organization from that of a democratic organization?

There are many kinds of union organizations: locals, regional offices, national offices, joint councils, and others. Does each of these organizations require a different administrative approach?

What are the major administrative problems of unions as you see them?

Do union people make good management people in business organizations? Do management people make good government officials?

What principles, if any, do these foregoing questions suggest?

Note to students: Your homework assignment for next week is listed under the heading Session II.

Second Week

Reading Assignment: Chapter 1 in textbook, Labor and the American Community

Writing Assignment: Prepare a written answer to two of these three questions:

1. According to the text, most Americans believe in the right of all workers to belong to unions, but still they think that unions need tighter regulation. In your mind, what do these people object to about unions that require tighter regulation?

2. Are these criticisms just or fair in your judgment? If not, how do you answer these objections to unions?

3. The book quotes someone as saying that there has been an abandonment of the career of unionism as a moral vocation. Is this true or not? Explain your answer.

THE NEW TEAM
(A Case Study II)

After a bitter election campaign and an election which very nearly brought out the riot squad and almost brought in the Department of Labor, an entirely new team of officers is elected in this local union. The local is an amalgamated union, made up of members who are semi-skilled, skilled in a non-apprenticed trade, and some sales and white collar workers.

The newly-elected team of officials charged that the former officers ran the local deeply into debt: in the preceding year when there was a surplus in the treasury, they had spent the money on an excursion to Long Island that no one needed. They charged that the local was behind the times in the services it provided its members, its rather limited health insurance program, lack of a pension plan and other fringe benefits. There was a suggestion that the leadership was too cozy with the employers. Jobs tended to be stratified ethnically, and there was a general impression that the union and its members were going nowhere.

The first meeting of the new officers, local union representatives, and unit chairmen opens; and after about a half hour, one new officer says, "This is just what we campaigned against; we are following in the steps of the old leadership. Let's make a new start, and the way to make a new start is..."

You take it from there.

Third and Fourth Weeks

Reading Assignment: Chapter 2 in Bok & Dunlop

Writing Assignment: Prepare a written answer to two of these three questions:

1. At the present time, the median annual wage in the United States is something less than $10,000. The average wage-earner today has something more than 12 years of education. About one-third of the work force is female; about 12 percent is non-white. In these respects, how does your union compare with the national averages?

2. If the average wage in your industry is less than the national average, how do you account for the lag? If it is not, then doesn't the traditional appeal of unions as underdogs lose its force? Explain.

3. Where does your local union fall in the classification between job-oriented unions and socially concerned unions? Is this a genuine difference between unions, or is it simply contrived? If it is genuine, how do you account for it?

THE MEMBERS SIMPLY DON'T GIVE A DAMN
(A Case Study III)

After a series of meetings at which the union leadership laid out a program for progress and gave out assignments to everyone in an elected position to fill up committees and get the new program under way, the local union leadership met; and, instead of enthusiasm, there was substantial absenteeism, and those who were present reported that things were not going well. They could not get people to work with them on the new projects. In fact, it seemed that the efforts of the new team of officials was a subject that the people of the local union seemed to care less about than almost anything. A local union meeting at which the officers had intended to arouse enthusiasm for the launching of their new program was a fiasco. The officers never got a chance to discuss the program because there was a lack of a quorum.

Then, a nearly hopeless discussion followed. It was said that union members, like others, had too many distractions, such as TV, bowling, etc., to be active in union affairs; they had lost their moral incentive which used to inspire labor people of bygone days; all the members wanted were the services they paid for. One officer said, "We really overdid our criticism of the former team of officials. Young people don't know what sacrifices we made. Our members are too spread out to come to a central union headquarters. We have too many women among our members who are only on the job for pin money."

Finally, just as everyone at the meeting was thoroughly dejected and very pessimistic about the future of the union, one young member stood up and declared that it was time to stop making excuses and do something. There are unions just like ours which are as successful as popcorn in the lobby of a movie showing a Disney film on a Saturday afternoon, he said. "Instead of dripping tears into our crying towels," he exclaimed, "this is what we should be doing."

You are the young here. What do you say?

Fifth and Sixth Weeks

Reading Assignment: Chapter 3 in Bok & Dunlop

Writing Assignment: Prepare a written answer (either in outline or as an essay) to two of the following questions:

1. How important is corruption in the trade union movement? What contexts and circumstances give rise to corruption?
2. How would you describe a democratic trade union?
3. Is a union that requires a referendum on every issue necessarily the most democratic and desirable union?
4. What conditions in a union lead to an undemocratic or administratively authoritarian rule?
5. Unions increasingly provide additional services to members. Is there a desirable limit on the undertakings by unions on behalf of members? Who should set this limit, and what should it be?

FOR THE NEW LEADERSHIP
(A Case Study IV)

. . . About the people who did not know what they were doing, or what they were supposed to do, and who were not sure they cared.

In the old local union regime, nothing went on very much in the shops from the union point of view. There were no committees, no stewards, and very little communication between leaders and members.

But, under the new setup, the officers used excellent recruiting methods and were able to set up committees in each unit of the local union. Everyone was surprised and delighted at the enthusiasm the recruiting campaign generated. People looked forward to really meaningful activity. But then, after the great expectations, came the anti-climax. Nothing happened.

When committee members were approached by people in the shop, they could not answer the questions they were asked. Meanwhile, shop problems began piling up. One day, a union member walked up to a committeeman and said, "You are a committeeman and ought to know the answer. Tell me. . ." The other man replied, "I used to be a committeeman. I quit last week."

The local union which started off so bravely to make a new beginning is now on the verge of falling apart, in spite of a bright, original turn-around. Time is now wasting; every day that passes aggravates the difficulties of the union. If the new regime is to succeed, something has to be done. The question is what and how.

Seventh Week

Reading Assignment: Chapter 4 in Bok & Dunlop (through page 116). Please note that this chapter deals with minority interests, and not minority groups. The concern of the text is with conditions in the United States where, when a union wins a majority of the votes in, say, a National Labor Relations Board election, it represents all the workers officially. In France, Italy, and Britain, there is no election to determine who will represent all the workers in a plant. Each union bargains for its members. In the Ford plant at Dagenham, England, there are some 21 unions; at the Fiat plant in Turin, Italy, there are at least four unions; in France, there are three or four unions in most workplaces.

Writing Assignment: Prepare a written answer (either in outline or a brief essay) to two of the following questions:

1. Is the American system of union representation in companies a more desirable arrangement than that of Western European countries? Why?
2. Are there any valid arguments against the union shop?
3. What are the arguments in favor of a union shop provision?
4. Are there any ways by which employers benefit from the union shop?

THE REVOLT OF THE SKILLED WORKERS
(A Case Study V)

In this particular local union, there is a substantial number of highly skilled workers who play a key role in the production process of the industry. These workers enjoy higher pay and status than the other members of the union.

With the revival of rank-and-file interest in the union, a serious problem comes out in the open. Members who are from minority groups begin to protest loudly that the skilled section of the union is all white. Women complain that all the highly-paid jobs are occupied by males. There seems to be nothing about the skilled job which women couldn't learn, or in which skin color would make any difference in job performance.

There is an apprenticeship program, but most of the skilled workers won their journeyman papers by upgrading, by learning the trade by watching others, or through vocational school. On the other hand, there are blacks who are qualified to do the skilled work, but they are stuck in non-skilled or semi-skilled jobs. Now they want in.

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The skilled workers are not all that happy either. They feel that the gap between their wages and that of unskilled workers keeps on narrowing because in recent years the local union has settled for across-the-board wage increases rather than on a percentage basis. The skilled workers also feel threatened by the demands of the minority groups. They are talking about asking for an election so that they can leave the local union and set up their own organization.

Your new leadership is confronted with a double revolt. What do you do?

Eighth Week

Reading Assignment: In textbook, Labor and the American Community, read pages 116-138.

This section of the chapter is largely concerned with the so-called minority problems, and deals for the most part with discrimination against black workers. Many views have been put forward about the attitudes of whites toward black workers:

- that they are without prejudice, but they are misled by their leaders;
- that union leaders are, in general, less bigoted that the rank-and-file, but they are restrained by the need to deal with rank-and-file prejudices;
- that, in regard to the so-called ethnic approach to racism, some ethnic groups are more prejudiced than others.

Questions for Discussion: Taking into account what is said in the text, how would you answer these questions:

1. What are the sources of racial prejudice on the job?
2. Is there any difference between the attitudes of members and the official union attitudes of craft and industrial unions? If there are differences, how do you account for them?
3. The government is becoming increasingly involved in the problem of discrimination in employment in construction and in other industries. Are you in favor of or opposed to more and more government regulation? Explain.
4. Review of course to date.

Ninth Week

Mid-Term Examinations

THE SIEGE OF THE MALE CHAUVINISTS
(A Case Study VI)

Hardly had the skilled worker revolt and counter-rebellion been settled before a new hurricane blew up from the ranks. The women in the local who had always been put down (and usually described as "pin-money pushers," "apathetic part-timers," "in-and-outers," and so on), without notice or warning turned up en masse at the executive committee meeting and more or less took the place over.

One local union representative thought he would kid the women out of their grievances, and for a short time he was in serious trouble. However, he finally emerged, physically intact, but without his tie, his belt and, to the consternation of everyone there, without his wig.

The women's demands are quite simple. They constitute about 35 percent of the local union membership, and about 40 percent of the international union membership.

They demand proportionate representation in the international union; control of units and locals where they are a majority; proportionate representation NOW on the local union executive committee; and a firm union commitment to go to the employers now with a demand for equal opportunities and pay for women--OR ELSE.

There is a lot of noise; no business is transacted at the meeting. A TV cameraman, expecting a clash, shows up; but finally the local union leaders sneak off and leave the women in command of the union hall.

If you are among the women spokesmen, what do you do next?

Tenth Week

Reading Assignment: In textbook, Labor and the American Community, read Chapter 5, through page 160.

This chapter is called "The Administration of Unions." Here, the authors list seven principles of administration and then apply them roughly to the problems confronted by two unions. The Laborers Union sought to re-establish its reputation and to reverse a trend toward ineffectiveness and declining importance. The United Auto Workers was caught in a different situation--a failure to succeed in the organization of white collar workers.

The seven principles are in the book; but, for the sake of discussion, here they are again:

1. Evaluate the structure of an organization as related to its goal.
2. Small organizations tend to be informal; large ones are formal.
3. Large organizations require explicit planning.
4. Budget controls are necessary.
5. The flow of information to and from the organizations must be organized.
6. Situation controls are necessary to minimize conflict between personal and organizational goals.
7. Organizations survive through the use of recruiting, training, and succession planning.

Questions for Discussion:

1. What are the chief things to bear in mind in the administration of a union?
2. If you had the responsibility for the Laborers Union, what would you have done to turn the organization around?
3. What are the key factors in the organization of white collar workers?

DON'T COLLEGE GRADUATES EAT LIKE BLUE-COLLAR WORKERS?
(A Case Study VII)

Your local union wakes up to the fact that a revolution is taking place in a part of your industry which has a large warehousing and distributive component. Suddenly you discover that your employer is up against new and very effective competition, and so is your local union.

The competition is made up of new computerized shops where blue-collar activities have almost vanished. Work is nearly completely automated and computerized; but, at the same time, employment in these new shops is expanding--only the new workers are college graduates: computer types, programmers, engineers, technicians, and the like; and they wear broad ties, styled hair, mod jackets with wide lapels, and flared, knitted trousers.

The international union tried twice to organize these new white collar types and lost both elections. Your local union people believe that college graduates also have to eat, and they don't see why these workers cannot be brought into the union.

"Okay," says the international union. "You organize them. We will give you whatever you need, and you go ahead."

So, go ahead. What will you do?

Eleventh and Twelfth Weeks

Required Reading: Pages 160 to 180 in Labor and the American Community.

This section of the chapter on administration deals with planning as a union administrative device; how to develop cost benefit analysis as an administrative control; budget problems in a union, education, and training.

Discussion Questions: After you have read the assignment, answer, in writing, two of the following questions:

1. If your local union has a particular job to do which requires someone to work full-time, how would you go about selecting the person? Would you get someone with experience from another union; employ a college-trained person; hire an outside specialist; train someone in the union; give the job--for political reasons--to someone in the union and let him get his training on the job; or use some other method?

2. Ideally, what qualifications should people have to represent a local union? An international union?

3. What kinds of union education programs are there? What kinds should there be?

4. Critics say that the kind of advice Bok and Dunlop offer to unions, if adopted, would lead to the development of excellent university administrators; but, in the labor movement, it leads to professionalization, bureaucracy, and the drying up of the vitality of the union movement. Comment.

THE SCHOOL IS DEMOCRACY'S GIFT TO EDUCATION

The next time you pass a school, pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept inignorance--when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as 'common' because it belongs to us all; it is ourselves working together in the education of our children. But it is not an uncommon institution. It is relatively new. It is democracy's greatest gift to civilization.

--J. B. Edmonson,
Professor of Education,
University of Michigan

CLIMBING OUT OF THE GENERATION GAP
(A Case Study VIII)

The local union is making genuine progress and, for different reasons, so is the international union; but it turns out that even dedication and superior administration can come against a blank wall when the money runs out. So, the international union asks the local union to begin to educate the membership in regard to the necessity for a dues increase from $4 per month to two hours' pay per month. According to the plan, one-third of the dues increase would go to the local union and two-thirds would go to the international union, half of which would go into a strike fund.

That was all the local union needed to go up into flames. The older members, on the whole, showed no enthusiasm, but they said that, if it had to be, it had to be, and okay. But the younger members, especially the college-trained computer types who had been organized into the union (the local union organizing drive had been successful) were not having any. Moreover, they began very aggressively to spread rebellion among the younger members of the union. They campaigned under the slogan, "Down with the fuddy-duddy establishment; let's get more for what we're paying, not pay more for what we are not getting."

The leadership labeled the uprising the "Dues Dodgers' Rebellion," and privately they said to each other (their average age was 54), after all the sacrifices we made for this union, look at those long-haired twirps. What these snot-noses have has come to them on a silver platter after we suffered to win it for them.

The question is: What do you do now--if you are a young twirp? Or an old fuddy-duddy?

Thirteenth and Fourteenth Weeks

Homework Assignment

Required Reading: Chapter 12 in Labor and the American Community.

Some of the proposals that have been put forward for improving the workers' situation on the job have included:

Profit sharing; cash flow bargaining (equity bargaining); employee-employer councils; substitution of team production for assembly-line production; employee representation on company board of directors; redesigning the workplace to make it more attractive to workers, with music, lively colors, etc.

Discussion Questions: After you have read the assignment, answer, in writing, any two of the following questions:

1. In your opinion, what are the most meaningful improvements that could be made in the work situation?
2. Would you favor training programs that would provide opportunity for upgrading? What role, if any, should the union play in such programs?
3. What do you think of the proposal that each worker should be given a "fringe benefit package," and he should decide how he wanted these fringe benefits distributed?
4. What about the four-day week? Would you favor a proposal that would permit you to work a certain number of hours a year based on your individual preference, with time off according to your needs and desires?
5. What factors in today's society suggest that important changes will be taking place very fast from now on? What would you say to the view that the more changes there are, the more things will be just as they are now.

TECHNOLOGY AND EDUCATION

Training and the needs of education demand many more teachers. Schools, technical institutes, colleges, universities--investment in this complex can be the equivalent of a growth industry in this decade. This need will never be met through primary dependence on local property taxes and simple state aid. The numberless revolts against millage increases in all kinds of communities intensify our educational deficits. Greater federal aid plus an imaginative approach to individual assistance for post high school education is desperately needed ... education and a free society go hand in hand. But the system of education must be consistent with the world as it is.

--Leonard Woodcock,
President, U A W

THE ARSENAL OF UNUSED BENEFITS
(A Case Study IX)

Substantial changes have taken place in the local union. For one thing, the new contract has a really good health insurance clause which covers drugs and alcohol, and mental health. Upon checking into the use of these features in the contract, you find that very few people use the mental health benefit, and not very many more take advantage of the drug/alcohol insurance provision.

You also learn that a number of benefits available to the members through the government are not used either. You check further and you discover that many members do not know what the contract or the government offers. All they know is the paycheck. Here, they have available to them such benefits as credit unions, vocational rehabilitation, Medicaid, food stamps, and other services--and they are not using them. Many of the members owe money to the personal finance companies; they are paying up to 18 percent a year or more to department stores; they are in trouble over their debts. In one sense, you could say that they are giving away on the consumer front everything the union is winning for them on the collective bargaining front.

Your executive committee meetings now, it should be noted, are really representative and include women, young workers, blacks, Chicanos, old-timers and new-timers, those with strong ties to the rank-and-file, and others with narrow influence. The discussions are superb seminars in the workers' problems and, at a recent meeting, you all decided that the time had come, especially with the freeze on, to begin to deal with the consumer problems of the members. The question is how? Well, you answer that one.

Fifteenth and Sixteenth Weeks

Homework Assignment

Required Reading: Chapter 13 in Labor and the American Community. This chapter deals with collective bargaining. It discusses how unions have attempted to meet other needs of their members beyond improving their wages by providing banking, health and welfare services, housing and recreation.

Writing Assignment: Write a short essay (200-300 words) based on the contents of this chapter and dealing with one or more the following questions.

1. What services does a union routinely provide in addition to its function as a collective bargaining agent?

2. How successful are they in performing these services? And what are the limitations on their effectiveness?

3. Do you know of any outstanding successes or failures? Where union programs have failed, what were the reasons?

4. Is there any approach which would increase the chances of success in these programs?

Questions for Discussion: Among the following projects, which ones might your local union sponsor?

book club
travel club
family counseling
adult education
home visits
football pools
legal aid
senior citizens
theater club
credit union
scholarship programs
job training
teen-age canteens

alcoholic clinics
dance groups
babysitting
discount purchases
art classes
educational counseling
investment clubs
boy and girl scouts
housing cooperatives
sports leagues
camping
environmental activities

Can you name others?

Seventeenth Week

1. Final Case Study
2. Review of course

"Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

Henry Brougham and Vaux
The Present State of the Law, 1828

GO FIGHT CITY HALL, OR WOULD YOU RATHER
TAKE ON THE STATE HOUSE OR THE GOVERNOR?
(A Case Study X)

As if you did not have enough troubles of your own, someone else's problems are dumped into your lap.

Your own local union is beholden to the mayor of the city for support in a strike; he arranged for some economic concessions to your employers that kept some of the shops under contract with the union from moving out of town.

On the other hand, your local union has a most important relationship with the Teamsters and the Building Trades unions. Through their cooperation, the union organizing campaign has made progress and several tough disputes with employers have been settled favorably. Now, these unions are asking you to cooperate with them by supporting the governor who happens to be in the middle of a loud and hot war with the mayor.

Your international union, while interested in what is going on, is not deeply concerned; and, consequently, has decided to watch the show from the sidelines. For obvious reasons, it is urging that your local union conduct an effective, all-out campaign to get a voluntary dollar from every union member for CAP. You have an important stake in the CAP campaign because your union is working closely with congressmen and senators on legislation affecting the welfare of your members.

Now, your members are deeply divided on the conflict between the governor and the mayor, and on whom to support in the national elections. What should you do? Show your gratitude to the Teamsters and the Building Trades by supporting the governor? Or, should you back the mayor who keeps reminding you how he helped you in the past and that you owe him a couple of favors?

And to make matters even more complicated, while you are pushing the CAP campaign, many of your members are thinking (if they are not saying it out loud) that the business of the union and its officers is bargaining for the membership; politics should be left to the conscience of each individual member.

So, what do you do? What do you tell the Teamsters? The mayor? The international union president? And your own union membership?

Eighteenth Week

Final Examination

INTRODUCTION TO APPLIED LABOR LAW

18-Week Course

CATALOG DESCRIPTION:

A preliminary study of the legal agencies of government--local, state, and federal--as they relate to the labor movement. Examples of federal and state labor law, both statutory and common, and how it applies to employees, unions, and employers. Structure, interpretation, and application of standard collective bargaining agreements.

COURSE OBJECTIVES:

a. The student will be able to describe the operation of selected local, state, and federal government agencies as they relate to the activities of labor unions and employers.

b. The student will be able to identify and analyze several significant legal problems in labor-management relations.

c. Given a problem of labor contract administration, the student will be able to describe alternative solutions and evaluate those of most benefit to the parties concerned.

d. The student will be able to define a variety of terms commonly used in labor-management relations.

e. The student will be able to express judgment about the situations in which the services of legal counsel can be beneficial in labor-management relations.

f. The student will be able to explain the sources of legal authority as applied to labor problems.

OUTLINE OF SUBJECT MATTER:

A. Government and Labor

1. Examples and Federal and State Legislation
2. Examples of Executive Orders
3. Examples of Judicial Decisions, Federal and State
4. Administrative Agencies, State and Federal

B. Major Federal Legislation

1. The Sherman and Clayton Acts
2. The Norris-LaGuardia Act
3. The National Labor Relations Act
4. The Labor-Management Relations Act
5. The Labor-Management Reporting and Disclosure Act
6. The Fair Employment Practices Act

C. State Labor Code

D. Some Basic Federal Judicial Decisions

1. Recognition
2. Representation
3. The Duty of Bargaining
4. Good Faith, Unilateral Action
5. Subjects of Bargaining
6. The Meaning of Contract

E. Impasse Procedures

1. Strikes
2. Other Sanctions
3. Resolving Impasse

F. Legal Problems in Grievance Clause Administration

1. Unfair Employment Practices
2. Parties

G. Legal Rights of the Individual

"All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth."

Aristotle

GOVERNMENT, POLITICAL ACTION, AND THE EXERCISE OF POWER

18-Week Course

The course is designed to examine the exercise of power in the context of political party structure in America; legislative processes; activities of pressure groups; and the formation of public opinion. The first third of the course is designed to be taught by a political scientist; the second third by a labor economist and/or legislative representative; the third part in a team teaching approach using both instructors from the first two parts, plus an instructor familiar with Contemporary Urban Issues and Problems:

1. Overall design of American Government and Politics: institutions, values, attitudes; emphasis on exploring the impact of economic power in the private sector--corporate power--on the formation of public policy, fiscal and monetary policies.

   6 Weeks

   A. Power, influence, conflict, compromise and politics.

   B. Political parties, issues, candidates, voters and non-voters.

   C. Chief executive and bureaucrats, Congress and state and local legislative processes.

   D. Minority group politics: race, ethnics and religion; women; the young and the aged; the environmentalists.

2. American labor's political style: Where labor fits into the power structure; political action and black and brown power approaches, thrust of environmental and consumer groups.

   6 Weeks

   A. Influence of bread and butter and social unionism on labor's role in electoral politics and legislative action; labor and political parties; structural relationships and problems; limitations of a "trade union movement" in the political area.

   B. COPE structure in the AFL-CIO: COPE as a political vehicle in the labor movement; functional relationships with political parties, political units of affiliated unions, state and local central labor bodies; coordination of COPE activities with legislative functions; political structure of independent unions.

C. Responsiveness to issues of voters, of union members, of minorities and community groups, of parties, of legislative bodies

D. Power and the American political system: Coalition politics; working inside and outside the system

E. Conclusion: The urban crisis, the dynamics of social and economic change, and the two-party system; the role of labor, of minority groups, of generational groups (young and old), of environmentalists, and consumer groups

3. A. Political action at the Central Labor Council and CAP Councils levels: Endorsement of candidates; planning and implementing a campaign; working with other community groups; follow-up relationships with office holders

B. Labor's political action as a "mass movement": voting behavior of union members; influence of leadership on union member attitudes toward issues; power base of trade union movement in politics; labor's ability to coalesce around issues with other groups having common interests and goals.

C. Political power in America: Coalition alternatives to distribution of economic and political power.

4 Weeks

Public opinion formation, pressure groups, the role of lobbyists in the legislative process

THE NATURE OF EDUCATION

Property and labor in different classes are essentially antagonistic: but property and labor in the same class are essentially fraternal... Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of the balance wheel of the social machinery.

Horace Mann,
from Lectures and Annual Reports
on Education, 1867

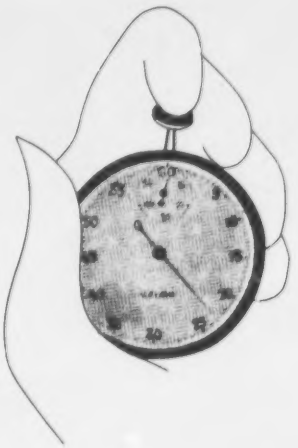
TIME STUDY *

Lesson 1 (covers two sessions)
The Origination of Time Study
The Labor's Right to Technical Data
A Short Dictionary of Words and Expressions
Commonly used in Time Study

Lesson 2 (covers two sessions)
Introduction to Work Standards
AFL-CIO Collective Bargaining Report
How A Standard Should be Set on a Progressive Operation
and the Basis for Time Per Unit

Lesson 3 (covers two sessions)
Time Study Equipment and Methods of Timing
Work Standard Stop Watch

Lesson 4 (covers two sessions)
Questionnaire
Elements
Time Study Sheets



MID-TERM EXAMINATION

Lesson 5 (covers two sessions)
Decimal Problems
Arithmetic Problems

Lesson 6 (covers two sessions)
Motion Analysis

Lesson 7 (covers two sessions)
Efficiency Rating
Normalizing
Definitions

Lesson 8 (covers two sessions)
Allowances
Measured Daywork System
Incentive, Piecework or Bonus System
Allowances - Guide to Their Use
Normal time per piece
The Right and Wrong of Time Study Computations

FINAL EXAMINATION

* A total of 18 sessions

CONTEMPORARY URBAN ISSUES AND PROBLEMS

18-week Course

Three hours weekly for eight weeks: the A part of the course examines the background and the development and the inter-relationship of the various central city problems outlined below, with special attention to the common financial base of all the problems (mal-distribution of income and inequitable tax policies), and with emphasis on the unmet social or public sector needs.

1. Understanding urban problems (two weeks)
   a. Civil war to present: trends in (1) population composition and distribution; (2) patterns of immigration and migration; (3) decline of farm economy; (4) from industrialization to automation; (5) changes in labor skills and training; (6) use and misuse of resources; (7) growth of transportation and communication.
   b. Impact of above changes on economic and social institutions.
   c. Resulting impact on central cities and social structures--family, community life, mores, values, etc.
2. Defining urban needs (two weeks)
   a. Summary analysis of problems of poverty, housing, job-training, and placement, transportation, health care, education, recreation, etc.; emphasis on inter-relationship of these problems in urban areas.
   b. Relationship of urban to rural needs and problems, in terms of ecological balance (i.e., air, water, land, etc.) and planning for future development.
3. Meeting urban needs (two weeks)
   a. The historic relationship of the public sector to the private--in economic theory (from Adam Smith to Galbraith and Commoner), and in popular conception.
   b. Mal-distribution of income in the U.S. --as the chief contemporary strain on the historic relationship traced in (a) above.
   c. Our tax policies, as they affect the mal-distribution (and the problems resulting from it), and the ability to finance public sector needs.
   d. Contemporary unemployment, consumer, and environmental issues; the focus for change.

4. Jobs, consumers, and the environment (two weeks)

   a. Growth requirements, environmental impact, and consumer treatment in a traditional full-employment economy, stressing private sector expansion and the creation and control of consumer demand through the media.

   b. Implications of tax, planning, and control of full-employment economy designed to meet low-income consumer needs and to preserve and enhance the environment.

   c. Ability of democratic institutions to face changes in meeting unmet needs and new demands.

5. MID-TERM EXAMINATION

B-Second Quarter

Three hours weekly for eight weeks: Part B of the course identifies, in the topics listed below, the underlying issues in specific problem areas of major concern; examines alternative solutions advocated by community and labor groups, and those enacted by Congress.

6. One week each for the following seven topics:

   a. Manpower-training and job-creation programs

   b. Housing programs

   c. Health, education, and welfare programs

   d. Environmental preservation and recreation

   e. Inter-relationship of central city needs
      Overcoming barriers to effective implementation of national, regional, and local programs

   f. The role of organized labor and community action groups

   g. The role of politics, as it affects distribution of economics and political power in urban problems

7. REVIEW OF COURSE

8. FINAL EXAMINATION

80

Course Materials for Parts A and B of Contemporary Urban Issues and Problems:

1. Galbraith, John Kenneth, various passages from The Affluent Society, and from The New Industrial State.

2. GPO, Washington, Report of the National Advisory Commission on Civil Disorders. (1968)

3. Commoner, Barry, "The Closing Circle," from New Yorker magazine, Part 1: September 25, 1971; Part 2: October 2, 1971.

4. Frankel, Max, "Revenue Sharing is a Counterrevolution," New York Times Magazine, April 25, 1971.

5. Congressional Record, March 18, 1970, "A Farm Labor and Rural Economic Program for California," by EJAC, California Church Council.

6. Tobin, James, "Raising the Incomes of the Poor," reprinted from Agenda for the Nation, 1969.

7. AFL-CIO, the American Federationist, "The Urban Crisis: An Analysis; An Answer," October, 1967.

8. UAW publications and resolutions.

9. AFL-CIO American Federationist reprints:

   a. The Conglomerate Goes Global (Elizabeth Jager), January, 1970.

   b. The Spreading Imprint of the Conglomerate (W. F. Mueller), August, 1970.

   c. The Conglomerate: Corporate Octopus (Ray MacDonald), February, 1969.

   d. The Merger's Impact on the Community (W. F. Mueller), June, 1971.

   e. The Fast Write-Off Tax Gimmick (Nat Goldfinger), June, 1971.

   f. Public Investment: America's New Frontier, March, 1971.

   g. The Fight for Water (Paul Taylor), December, 1970.

   h. The Consumer's Needs Persist (Sidney Margolius), January, 1971.

SOCIAL MOVEMENTS

18-Week Course

Schedule of Class Topics and Readings

I Background to 20th Century black protest: Economic, political contest of 1865-1900 period.

Readings: Meier, et al, Black Protest, Introduction and Documents #1-13.

II Black protest thought and movements of the 1920's and 30's.

Readings: Black Protest. Documents 14-16, 19, 20, 23, 24, 26, 27, 28, OR (if book is not available) read on "Garvey" movement in any available recent black history text.

III Movements of the Depression: The unemployed and the revival of organized labor.

Film: Rise of Labor

Readings: Bernstein, Turbulent Years, pages 37-92; 142-171.

IV Labor movement at high tide: 1937-1941.

Readings: Bernstein, Turbulent Years, chapter 6, and either chapter 10 (steel industry organizing drive) or chapter 11 (rise of UAW).

V Film: Life in the Thirties.

VI Institutionalization of the labor movement: Internal changes and pressures from without.

Film: State of the Unions.

Readings: Bernstein, Turbulent Years, pages 1-36; 172-216; 318-351; 635-681; 715-795.

VII Black movement resurges: Era of non-violent direct action.

Film: Civil Rights Movement, South

Readings: Black Protest: Documents 31, 32, 33, 35, 40, 41, 42, 46, 47, 48.

VIII Black movement moves North: Changes in goals and tactics.

Film: Civil Rights Movement, North

Readings: Black Protest. Documents 49-53.

IX MID-TERM EXAMINATION:

X Black power era: Effects on student movement, women's movement.

XI Women's liberation movement .

Panel: To be arranged.

Readings: Juliet Mitchell, Woman's Estate, Part Two.

XII Film: Malcolm X

XIII Student movement in the 60s and the "new left."

Readings: To be assigned

XIV Social workers and social movements: Historically and today.

Panel: To be arranged.

Readings: R. Cloward, F. Piven, Regulating the Poor, Part One.

Social workers and social movements: Welfare rights and welfare workers.

XV Film: Welfare Revolt

Readings: Cloward & Piven, Regulating the Poor, Chapters 7, 8, & 9.

XVI Social workers and social movements: Practical discussion. Evaluation of course content, readings, etc.

XVII Review of Course

XVIII FINAL EXAMINATION

SOCIAL MOVEMENTS

Bibliography

A. Books directly related to class sessions:

1.	August Meier, et al	Black Protest Thought in the Twentieth Century (second edition). This book should be available again soon at Left Bank Books, Delmar and Limit. It is also on reserve at Olin Library, second floor (under another course). Also available in Olin Library are copies of the first edition of the same book, called Negro Protest Thought in the Twentieth Century.
2.	Irving Bernstein	Turbulent Years. Should be available soon at Left Bank and is being recalled for reserve in Olin.
3.	Paul Wilkinson	Social Movement. (Not required, but very useful if you want to read further in the theory of social movements. Available at Left Bank "someday!"
4.	Juliet Mitchell	Woman's Estate (paperback, $1.25). Should be at Left Bank in six to eight weeks. Will be on reserve, Olin.
5.	Richard Cloward and Frances Piven	Regulating the Poor (paper, $2.45). Should be at Left Bank in six to eight weeks.

B. Suggested for further reading:

1. Sociology of Social Movements

Heberle, R.	Social Movements
Mills, C. W. and Gerth, H.	From Max Weber
Marx, K.	Eighteenth Brumaire
Marx, K.	Class Struggles in France

Michels, R.	Political Parties
Miliband, R.	State in Capitalist Society

2. American labor movement, 1930's, 1940's

DeCaux, L.	Labor Radical
Alinsky, S.	John L. Lewis
Boyer and Morals	Labor's Untold Story
Fine, S.	Sitdown
Brooks, T.R.	Toil and Trouble (short summary plus basic bibliography)
Levinson, E.	Labor on the March

3. Black movement, 1900 --

Meier, A., et al	Black Protest Thought in Twentieth Century (see their bibliography)
St. Clair Drake, H. Cayton	Black Metropolis
Spero and Harris	The Black Worker
Cayton, H. and Mitchell, G.	Black Workers and the New Union
Myrdal, G.	American Dilemma
King, M.L.	Stride Toward Freedom
Meier, A. and Rudwick, E.	From Plantation to Ghetto (short, with extensive bibliography).
Aptheker, H.	Documentary History of the Negro People

4. Women's movement

Lerner, G., (ed.)	Black Women in White America
Schneir, M., (ed.)	Feminism: The Essential Historical Writings
DeBeaucoir, S.	The Second Sex

5. Alternative sources on rise of mass industrial unionism

Brooks, T.R.	Toil and Trouble (1964). Short, paper, pages 160-193 cover depression and CIO. In Olin Library: HD 6508, B814, 1971
Galenson, Walter	The CIO Challenge to the AFL (1960)
Pelling, H.	American Labor - Short, paper, see Chapter on CIO - Olin: HD 8066, P45

Cayton, Horace, Mitchell, G.S.	Black Workers and the New Unions (see chapter on steel organizing drive), Olin: E 185.8, C39.
Levinson, Ed	Labor on the March (contemp. account)
Voyse, Mary Heaton	Labor's New Millions (contemp. account) available in Olin - HD 8072, V75, 1969.
DeCaux, Len	Labor Radical - sections on CIO
Lens, Sidney	Left, Right + Center; Labor in Crisis
Yellen, Samuel	American Labor Struggles (1956)
McWilliams, Carey	Factories in the Field (SW-AD1572, C2, M5)

JOHN F. KENNEDY SPEAKS ABOUT LABOR

Is there any better monument to the unlimited ability of Americans to turn dreams to reality than the American labor movement?

Our labor unions are not narrow, self-seeking groups. They have raised wages, shortened hours and provided supplemental benefits. Through collective bargaining and grievance procedures, they have brought justice and democracy to the shop floor. But their work goes beyond their own jobs, and even beyond their own borders.

Our unions have fought for aid to education, for better housing, for development of our national resources, and for saving the family-sized farms. They contributed funds and talent to improve our overseas relations. The have spoken, not for narrow self-interest, but for the public interest and for the people.

For the labor movement is people. Our unions have brought millions of men and women together, made them members one of another, and given them common tools for common goals.

ECONOMICS FOR LABOR AND COMMUNITY LEADERSHIP

18-Week Course

1. Economics--What is it About?

--The Struggle for Existence--Individual and Society
--Economics, Scarcity and Social Organization
  --Scarcity vs. Abundance Issue in Contemporary Economic Thinking
  --Importance of Social Organization in Solving Production and Distribution Problems
--Balancing Private and Social Needs
  --Tradition, The Market, and Command (Government); Three ways in which economic problems are tackled
  --Roles of Government and Market Place in Allocating Resources--Priority Issues

(Reading: Introduction to Economic Reasoning, Chapter 1
The Making of Economic Society, Chapter 1)

2. Basic Economic Relationships--How the Economy Works

--Basic Relationships Between Buyers and Sellers of Resources (Land, Labor and Capital)
--The Flow of Spending and Production
  --Distinction Between Consumption Goods and Capital Goods
  --Importance of Savings and Investments in Flow of Economic Activities; Control Issues
--Relationship of Income to Expenditures; the Circular Flow
  --The Output of the Economy--Gross National Product (GNP)
  --GNP and National Income
  --National Income and Personal Income
--Significance of the Circular Flow of Income and Expenditures
--Income Distribution--Major Contemporary Issue

(Reading: Introduction to Economic Reasoning, Chapter 2
Primer on Government Spending, Chapters 1, 2 and 3)

3. Sources of Instability in Circular Flow of Income and Expenditures

--Economic Ups and Downs--Nature of Business Cycles
  --The Consumption Function; Savings and Investment Functions; Aggregate Demand, Investment and Government Multipliers
  --Need to Maintain Balance Between Consumption Expenditures and Investments

--Relationship of Savings and Investments to the Capacity of the Economy; Importance of Channeling Savings into Priority Areas of Investments
--Demand-Pull Inflation vs. Cost-Push Concepts of Inflation
--Concentrations of Economic Power in Society; Impact on Resource Allocation and Economic Stability
--Corporate vs. Union Power
--Mergers and Growth of Conglomerates and Multinational Corporations

(Reading: Introduction to Economic Reasoning, Chapters 3, 4 and 6
AFL-CIO Reprint on Conglomerates, Corporate Octopus)

4. Labor Force, Labor Market, and Changing Patterns of Employment

--Composition of the Labor Force and the Supply of Labor
--Forces Affecting Participation in the Labor Force
--The Supply of Labor
--The Labor Market: What is it? How does it Operate?
--The Process of Allocation of Labor
--Wage Rates and Labor's Earnings
--Wage System
--Money Wages; Real Wages, Spendable Real Wages
--Trends in Occupations and Employment; Impact on Unions

(Reading: Primer on Employment and Wages, Chapters 1, 2 and 3
Union Labor in California, State Division of Labor Statistics and Research)

5. Collective Bargaining, Wages and Employment

--Wages and Employment at the Level of the Firm
--The Principle of "Diminishing Returns" and the Productivity of Labor; Labor Demand as a "Derived Demand"
--Impact of Wages on Employment--How much Consideration Should be Given to Supply and Demand Factors Affecting Wages and Employment?
--Impact under Different Market Conditions--Local vs. National Markets; Competitive vs. Non-Competitive Industries
--Industry-wide vs. Firm Bargaining
--Options Open to Employers in Adjusting to Wage Increases;

--Substitution of Capital for Labor (Technological Change)
--Impact on Productivity of Labor and Demand for Labor
--Adjustment Problems; Policy Alternatives at the Collective Bargaining Table

(Reading: Primer on Employment and Wages, Chapters 4 and 5)

6. Economic Growth and Problems of Maintaining Full Employment

--Sources of Unemployment: Demand, Structural and Frictional Unemployment
--Shortcomings of Collective Bargaining in Dealing with Employment and Unemployment Problems
--Policy Choices in Dealing with Inflation and Employment Issues (Phillips Curve Problem)
--Analysis of Wage-Price-Productivity Relationships and Other Economic Forces Contributing to Current Problem of Rising Prices and Rising Unemployment
--Tools Available to Government in Controlling Business Fluctuations

(Reading: Primer on Employment and Wages, Chapter 5
Introduction to Economic Reasoning, Chapters 7 and 8
A Letter to American Economists by Walter Reuther)

7. & 8. Monetary and Fiscal Policies

--Money and the Banking System
--Role of Debts and Money in Economy
--Controlling Money Supply--Federal Reserve Powers
--Monetary Policy and its Shortcomings in Dealing with Economic Fluctuations
--Fiscal Policies
--Expenditures and Tax Policies of Government; Changing the Volume of Spending and Tax Receipts to Influence the Level of Economic Activity
--Importance of Coordinating Fiscal and Monetary Policies
--Selective Use of Fiscal Tools as Opposed to Aggregate Approaches to Fiscal Policies

(Reading: Primer on Government Spending, Chapters 4-12
Introduction to Economic Reasoning, Chapter 5
Selected AFL-CIO Materials)

9. - 12. Economic Problems of Special Interest to Trade Unionists

--Taxation: Equity and Efficiency Issues
--Role of Manpower Programs in Dealing with Employment and Poverty Problems
--Creating Job Opportunities for the Under-Privileged
--Adjusting to Automation and other Technological Changes
--International Trade and Foreign Competition; Impact on American Workers
--Economic Development and the Environment; Maintaining a Balance

(Reading: Selected AFL-CIO Publications and Reprints)

PUBLIC SECTOR COLLECTIVE BARGAINING

I. Background to Collective Bargaining in Public Employment

A. Historical Perspectives

1. Development of Collective Bargaining Within the Public Sector

a. Economic Conditions -- Disparity in wage rates and working conditions, etc.
b. Proliferation of Public Sector Job Market
c. Job Security Issues
d. Development of legislative support -- local, state, Federal
e. Emergence of Public Sector Unions Militancy -- desire for power
f. Need for Private Sector Unions to retain position -- survival

B. Types of Union Models in Public Employment -- Development and Structure

1. All public employees
2. Mixed unions
3. Professional Associations
4. Local and State Associations
5. Others, including protective services, federal employee groups

C. Comparison to Private Sector

1. Industrial model vs. all public employees
2. Craft model vs. professional association

II. Present Status of Collective Bargaining -- Legal Framework

A. State and Federal Laws

1. Jurisdiction of state and federal agencies

a. Examples: Postal Workers in Federal government, New York, Michigan, non-bargaining states
b. State Commissions -- authority

1) ULP's
2) Bargaining unit determination

2. Bargaining Related Issues

a. Scoped bargaining -- mandatory vs. non-mandatory issues
b. Impasse Procedures under Statute

1) Mediation
2) Fact-finding
3) Strikes
4) Compulsory Arbitration (binding fact-finding)
5) Other

B. Legislative, Court, and State Commission Decisions in the Bargaining Arena

1. Agency Shop
2. Exclusive Bargaining Agent

3. Unfair Labor Practices
4. Impasse Procedures --Compulsory Arbitration, Right to Strike
5. Scope of Bargaining

III. The Process of Negotiations

A. Collective Bargaining as a joint decision-making mechanism -- background and theory

B. Process of Collective Bargaining

1. Preparation -- what do you want to achieve, key elements in a good contract
2. Survey
3. Negotiating

C. Dealing with Impasse.

IV. Impact of Bargaining

A. Public Employee Welfare

B. Distribution of Resources

V. Administering the Contract

A. Scope of Contract --what it covers

B. Utilizing the Grievance Procedure

1. What is a grievance, steps of grievance procedure, constructing a case
2. Due process and just cause
3. Binding arbitration

C. Other Avenues Outside the Contract

1. EECC and Civil Rights Commission
2. Professional Licensure Boards
3. Civil or Criminal Action in Court

VI. Developing Issues for Public Employees

A. Increased Decision-making for Public Employees in Managerial Decisions

B. Legislative and Political Activities

1. National efforts --CAP
2. Local and State efforts

C. Changing Union Structures

1. Organizing efforts by traditionally private sector unions in public employment

2. Jurisdictional battles
3. Coalition or Coordinated bargaining
4. Federal Bargaining Law

BIBLIOGRAPHY

1. Michigan's Public Employment Bargaining Law
New York's Public Employment Bargaining Law
Hawaii's Public Employment Bargaining Law

2. Harold Davey, Contemporary Collective Bargaining.

3. Grievance and Arbitration Procedures in State and Local Agreements.
U. S. Department of Labor
Bureau of Labor Statistics, 1975 Bulletin 1833

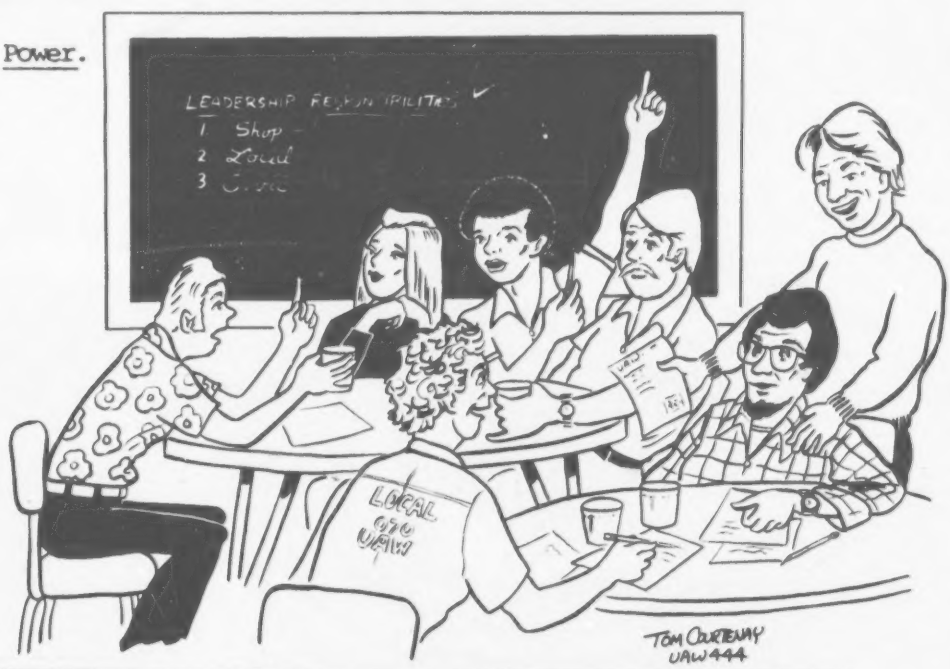
4. Understanding Fact-Finding and Arbitration in the Public Sector.
U. S. Department of Labor

5. Selections from How Arbitration Works, Elkovri & Elkovri, 1973 edition.

Various court and MERC decisions concerning unit determination, agency shop, ULP's, etc.

Current articles from a variety of publications, such as:
"Journal of Collective Negotiations in the Public Sector"
"The Arbitration Journal"

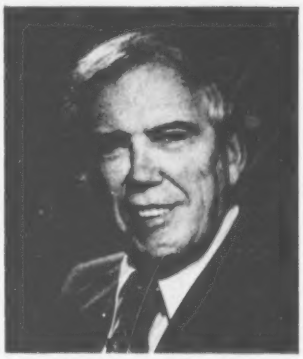
6. Michael Korda, Power.



"Education is a social process...education is not preparation for life... education is life, itself." -- John Dewey, quoted in Time.

THE UAW'S TUITION REFUND PROGRAM

A PROGRAM TO ADD NEW DIMENSIONS TO LABOR EDUCATION



Douglas A. Fraser

UAW CLASSES — AN INVITATION AND CHALLENGE

The role our union seeks to play in informing our members and their elected leaders how to make their impact upon our society, today and in the future, can perhaps best be summed up in this invitation and challenge we extend to them when they enroll in our education programs and classes.

1. We ask them to speak their minds when they feel critical. We believe that learning will be promoted by critical exchanges among participants themselves, and between the participants and discussion leaders.
2. We explain to them that an indispensable quality in union leadership is the ability to speak out critically when such comment is called for. We want to encourage the development of that quality, not inhibit it. On the other hand, they must be prepared to get as well as give; and to defend, with honesty, intelligence, and vigor, their own point of view, when it is challenged.

The continued training of the local union leadership is the key to progressive unionism. Training in depth gives the leader an opportunity to discuss important social questions and programs with which our union is concerned. It also gives the leader an opportunity to upgrade his or her union skills for his or her particular job in the union.

The result is that local union leaders are more skillful in conducting affairs of our union, in winning grievances for our members, and in mobilizing action at the local and community level.

The total benefit is the building of an effective and broadly based local union education program.

HERE'S WHAT MOST TUITION REFUND PROGRAMS CONTAIN:

SUMMARY

These are some of the questions and answers on the UAW's Tuition Refund Plan. After having read of the many educational benefits that are provided for in the majority of all such UAW Tuition Refund Plans, we are sure that you agree with us that it DOES OFFER UNLIMITED EDUCATIONAL POSSIBILITIES FOR OUR MEMBERSHIP.

REVIEWING THE MAIN POINTS

Reviewing the MAIN POINTS of the UAW Tuition Refund Plan, these are the basic points to remember:

ELIGIBILITY RULES

- Any seniority employee on the company's active employment rolls is generally considered to be eligible.
- Courses must be approved.
- Participation in the UAW's Tuition Refund Plan is entirely "voluntary."
- Hours spent in attending classes and completing homework assignments are usually on the employee's "own time."
- When an employee satisfactorily completes the course(s), he is eligible for the full amount of the Tuition Refund, according to the language of the local plan. Maximum refund amount is about $700 per year.

ACCREDITED INSTITUTIONS

- Check to make sure the school you plan to attend is an "accredited institution."

COURSES

Reviewing the COURSES that are "available" under the various UAW Tuition Refund Plans, they generally fall into the following categories:

- **Courses** that improve the employee's skill on his present job.
- **Courses** relating to the next job in the logical development of an employee's career.
- **Courses** that help to prepare an employee for "openings" that are expected to occur.
- **Courses** that teach competency in reading, writing and numerical skills.
- Elementary and high school completion courses.
- **Courses** relative to a "degree-seeking" college program.

SUCH COURSES AND CONDITIONS ARE SPELLED OUT IN YOUR LOCAL AGREEMENT

ALWAYS CHECK YOUR OWN LOCAL AGREEMENT FOR EXACT LANGUAGE

The Tuition Refund and the Associate Degree in Labor Studies go together! Here's how . . .

THE UAW'S TUITION REFUND PLAN . . . YOU CAN HELP MAKE THIS PLAN MORE SUCCESSFUL, WE MUST:

PUBLICIZE!

PROMOTE!

PERSUADE!

- PREPARE Materials describing the Tuition Refund Plan to ALL UAW Members!
- PROJECT the benefits to be had from the Plan for ALL UAW Members!
- PRODUCE results — by initiating a CONTINUING PROGRAM OF ENROLLMENT!
- This Program CAN help build a BETTER LIFE for UAW members, but it will benefit ONLY our members that use it. To make it succeed, everyone must be responsible for it. This great potential for a BETTER LIFE for our members must be PROMOTED — PUBLICIZED — and USED! We CAN make the UAW's Tuition Refund Plan WORK . . . if WE work at it!

For MORE Information on the TUITION REFUND PROGRAM and the ASSOCIATE DEGREE IN LABOR STUDIES PROGRAM, sponsored by the UAW, contact your Local Union Officers. They will be able to tell you what the Tuition Refund Program applies to under YOUR Union Agreement. Your Local Union Officers will also tell you about the Associate Degree in Labor Studies Program.

Workers "Opportunity" College

An associate degree in labor studies

THIS PROGRAM IS VITAL TO THE FUTURE OF THE UAW

Like the rest of society, the UAW is being swiftly thrust into the new technological era. To meet the demands made on the union, we must have leaders equipped with greater skills than were needed before —skills to bargain complex and technical contracts and in the administration of local unions.

UAW leaders and active members play a much wider role in their communities than did the unionists of an earlier day. They now extend their horizons to the boundaries of a metropolitan civilization, facing many problems both as participants in the space-age revolution, and as concerned citizens in a changing world.

Education is the key to the future of our union. This Associate degree program in Labor Studies represents a new high level of union education available for UAW members. It is the result of many meetings between the UAW and representatives of community colleges to work out the best possible combination of academic and union courses of study for the modern UAW leader.

I sincerely urge the membership of the UAW takes full advantage of this wonderful opportunity to become more knowledgeable and skillful to meet the challenges of today and tomorrow.

Inter-Office Communication

November 12, 1976

To All Education Department Staff

From Carroll M. Hutton Carroll

Subject Tuition Refund Increase--Credited Labor Studies Program

I'm sure you will be pleased to know that we have greatly improved our Tuition Refund provisions in the 1976 UAW-Ford Agreement, and also in the 1976 UAW-Chrysler Agreement.

Ford Motor Company, under the new contract, will pay up to $450 per year in tuition fees for workers taking approved courses at an approved business, trade or vocational school, or at an accredited secondary school.

The company will also pay up to $900 per year in tuition for approved courses taken at an accredited college or university.

Under the previous agreement, the maximum tuition paid was $700 at a college or university, and $350 at a business, trade, vocational or secondary school.

Chrysler Corporation, under the new contract, will pay up to $450 per year in tuition fees for workers taking approved courses at an approved business, trade or vocational school, or at an accredited secondary school.

The corporation will pay up to $900 per year in tuition for approved courses taken at an accredited college or university.

The corporation will also approve, for tuition refund, courses taken for degree credit, leading to an associate degree or bachelor's degree in labor studies.

Union health and safety representatives are eligible to apply for tuition refund for industrial hygiene or safety-related courses at approved educational institutions.

We all realize how these programs can help equip an increasing number of UAW members with the technical leadership skills and the social and economic understanding needed to meet the challenges of their union and civic responsibilities in our ever-changing society.

In order to gain the maximum potential of these negotiated benefits, qualified members should be urged to enroll in these programs.

On the following pages are copies of the UAW-Ford and UAW-Chrysler letters.

COPY COPY COPY

Ford Motor Company

The American Road
Dearborn, Michigan 48121

October 5, 1976

Mr. Ken Bannon, Vice President
Director - Ford Department
International Union, UAW
8000 E. Jefferson Avenue
Detroit, Michigan 48214

Dear Mr. Bannon:

The Tuition Refund Program, established by the Company following the 1964 negotiations, is revised to provide as follows:

Under the Program, the Company refunds tuition up to $450 per calendar year (up to $900 per calendar year for approved courses taken at an accredited college) to seniority employes on the active employment rolls who satisfactorily complete after-hours courses approved by the Company at accredited universities, colleges, business schools, high schools, and trade or vocational schools. The training may be either job related or for the employe's advancement within the Company. Employe participation in the Program is voluntary. The Program is administered by the Company under terms and conditions established by it from time to time.

The Grievance Procedure set forth in Article VII of our Collective Bargaining Agreement has no application to, or jurisdiction over, any matter relating to this Program.

Very truly yours,

COPY COPY COPY

International Union, United
Automobile, Aerospace and
Agricultural Implement
Workers of America, UAW
8000 East Jefferson Avenue
Detroit, Michigan 48214

Attention: Mr. Douglas A. Fraser
Vice President and Director
Chrysler Department

Dear Sirs:

During our recent negotiations the Union inquired about the application of Chrysler's Tuition Refund Program to an Associate Degree in Labor Studies.

This is to advise you that subject to the provisions of the Tuition Refund Program, the Corporation will approve for tuition refund courses that are part of the regular curriculum of an accredited educational institution taken for degree credit leading to an Associate Degree or Bachelor's Degree in Labor Studies.

Very truly yours,

CHRYSLER CORPORATION

By_____

Accepted and Approved:

INTERNATIONAL UNION, UNITED
AUTOMOBILE, AEROSPACE AND
AGRICULTURAL IMPLEMENT
WORKERS OF AMERICA, UAW

By_____

97

EFFECTIVE COOPERATION BETWEEN LABOR ORGANIZATIONS, UNIVERSITIES, COMMUNITY COLLEGES AND OTHER POST-SECONDARY INSTITUTIONS* IN LABOR EDUCATION

I. Background

The relationship between the labor movement and higher education in the United States can be traced to the early years of the Twentieth Century. Although the oldest currently operating labor education program, the University of Wisconsin's School for Workers, began in 1924, most university-based programs emerged after World War II. During the ensuing 30 years, 37 such programs have been established in 25 states, the District of Columbia and Puerto Rico.

The traditional emphasis of labor education has been on providing non-credit educational programs and resource services that meet the specific needs of labor organization leadership. In many states, these programs parallel in design, although not in size or scope, adult education systems fashioned to meet the needs of business and agriculture.

During the past decade, a number of undergraduate and graduate degree programs in labor studies have evolved as a logical extension of existing university programs. At the community colleges, certificate and associate degree programs have also been developed to meet the needs of organized labor.

In 1962, as university programs expanded, the labor movement and academic labor educators drafted the first statement defining their respective roles in developing educational services. The expansion of traditional labor education and the emergence of new forms of labor education were the motivating forces behind this restatement of guidelines for effective cooperation.

II. Premises

Labor education is a highly specialized area of academic competence because it deals with a unique segment of the general population of adult leaners, and because it is inexorably related to institutional structures in the collective bargaining system. Labor leaders and potential leaders, who are at the core of labor education's clientele, generally rise to positions of influence and prestige outside the traditional educational system. Although there is no specific training or degree structure which establishes a base from which labor leadership evolves and develops, labor leaders enter the decision-making processes of society in a wide array of economic, political and community affairs.

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*The phrase, "post-secondary educational institutions," as used herein, means any degree-granting institution at the collegiate and graduate level.

Thus labor education must be structured to meet the needs of its clientele, both in terms of ther diverse educational backgrounds and in terms of the character of their organizational functions. The traditional modes of the formal education system, as well as the general continuing education system, are not designed to meet the needs of officers and members of labor organizations.

Cooperation between labor organizations and institutions of higher learning must take place in a climate of trust and mutual respect. It must be based upon a recognition by the educational community that labor organizations and collective bargaining play a vital and constructive role in a modern democratic society. Such a cooperative relationship further requires that educators fully understand the principles and methods of labor education, and that labor organizations recognize the need of educational institutions to maintain objectivity, intellectual integrity, academic freedom and accepted standards of teaching and research.

III. Scope

The prupose of labor education is to prepare labor leaders, potential leaders and interested members for more effective participation in their organizations and, as citizens, in a democratic society. To this end, post-secondary institutions have developed educational delivery systems which embrace all or part of the functions outlined below.

Labor Extension Programs - Courses, conferences, institutes and seminars, either credit or non-credit, designed to meet specific practical and professional needs of officers, members and staff representatives of labor organizations.

Service and Resource Functions - A broad spectrum of activities, including consultation with labor organizations on educational program development as well as the substantive application of the relevant body of academic knowledge; theoretical and empirical research; educational materials development, including audio-visual aids; and basic library resources and references.

Labor Studies Programs - Credit curricula designed to produce certificates, and associated, baccalaureate and graduate degrees. Such programs may be relevant to leadership development as well as to intensive study of the economic, social, political, ideological and historical basis of the labor movement.

It may not be possible to draw an exact line between post-secondary labor education programs and those administered directly by labor organizations. Although there are a few educational goals outside the post-secondary province, such as building loyalty or implementing specific policies of labor organizations, the subject matter areas outlined above are clearly appropriate to such institutions. The character of a post-secondary program will depend on the needs of its client groups, as developed in the cooperative relationships described below, and on the specific interests of the labor education staff.

Where two or more post-secondary institutions serve segments of the same constituency, particular attention must be directed to the development of complementary programming. The expertise of established programs should be utilized in the evolution of new delivery systems, and every effort should be made to insure the emerging programs do not reduce the resources available to existing programs. The total impact of all institutions should be evaluated in the context of providing a coherent state-wide educational system for the labor organization constituency.

IV. Administration

Labor education programs should have a separate administrative identity, as well as an independent budget. These elements of administrative autonomy contribute to the development of specialized personnel, familiar with the structure and goals of labor, who can establish an effective working relationship with labor organizations. The staff should not only have expert knowledge in relevant subject areas, but it should also be experienced in adult worker education and be capable of administering a variety of programs with competence and imagination. Both the program and the staff should have recognition within the institution based upon criteria relevant to the goals and objectives of labor education.

It is strongly urged that instructional faculty, either for ad hoc or permanent positions, have significant labor organization experience to complement their academic training.

V. Labor Advisory Committees

Labor education programs, as a matter of policy, should involve labor representatives in planning specific activities as well as an overall program. Such a relationship can be assured by establishing an advisory committee representative of the organizations in the service area. The following guideposts for the operation of such a committee are recommended.

The selection of labor representatives should result form consultation between the educational institution and labor organizations. State and local central bodies are a logical, but not exclusive, source of advice about appropriate representation. Union education professionals, some of whom may be drawn from national organizations, are also desirable appointees.

Advisory committees are the most effective when labor organization representatives have a direct working relationship with the professional labor education staff. In this way the advisory committee can be more than a watchdog for labor, or a promotional agency for the institutions. As a guideline to the proper role of a labor advisory committee, some of the more common functions are listed below.

1. To interpret the educational needs of the labor movement, including the types of programs, the teachers and the materials required to make programs effective.

2. To review and evaluate programs and proposals for projects developed by the labor education faculty.

3. To interpret post-secondary programs within the labor movement, including the promotion of labor education activities.

4. To interpret the program to the community, so that there is public understanding of the role of labor education.

5. To support labor education within the institutions, including provisions for adequate financing.

6. To promote an interchange of ideas which will lead not only to experiments in education, but also to research opportunities of mutual benefit.

Advisory committees must be broadly representative of the laobr organizations in the area served by a post-secondary institution. Labor leaders and educatiors should draft guidelines for the committee, which set forth its purposes and functions, the method and terms of appointment, and relevant operational procedures. New committee members should be carefully oriented to the duties and responsibilities associated with membership, and labor organizations should encourage active participation of their appointees.

VI. Costs

The principle of free public education has been unwaveringly supported by the American labor movement for over 150 years. Although this concept was not successfully established in the post-secondary system, the continuing advocacy of labor organizations for scholarship programs and for adequate funding of public institutions has significantly expanded educational opportunities in the United States.

Since public funds and/or endowments are the primary sources of financing in post-secondary institutions, a substantial share of the cost of labor education should also come from sources other than tuition and fees. The level of funding should be adequate to support a comprehensive labor education system, which includes administrative expenses and at least part of instructional costs.

VII. Credit Programs

Credit and degree programs with curricula relevant to the needs of labor should be available at all levels of the post-secondary education system: community colleges, four-year colleges and universities. Support and encouragement should be provided to innovative concepts which assist labor leaders and workers to enter the mainstream of educational opportunity; specifically, credit for life experience, credit by examination, external degree programs, and independent study are illustrative of such concepts. A commitment must also be made to develop credit transferability among institutions in the post-secondary system.

VIII. New Programs

In the past few years, increading numbers of community colleges, four-year colleges and universities have requested assistance from the labor movement and the University and College Labor Education Association to develop labor education programs. Substantial preparation and consulation is required before a labor education program can be started and become successful. Therefore, we support and endorse the following propositions: (1) The principles outlined in this statement should serve as a basis of understanding among the American Association of Community and Junior Colleges, the University and College Labor Education Association, the AFL-CIO and its affiliates, and the United Auto Workers and other unaffiliated labor organizations. (2) Before labor education programs are started, consulation should occur among the educational institution involved and the relevant associations and labor groups named above.

These consultations should utilize and multiple expertise of all relevant organizations in a continuing, expanding, cooperative effort to provide the most effective and comprehensive labor education system within our combined capabilities. To this end, we pledge our support and dedicate our efforts.

opeiu494/ct
12/3/76

Postsecondary Institutions In The United States And In Canada Offering Labor Education/Labor Studies Programs

UAW's LABOR COLLEGE

March 1, 1977

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
ALABAMA	Birmingham	University of Alabama			non-credit - labor education
ALASKA	(NONE)				
ARKANSAS	Little Rock	University of Arkansas			non-credit - labor education
ARIZONA	(NONE)				
CALIFORNIA	Berkeley	University of California (UC-B)			credit - labor studies
	Los Angeles	University of California (UC-LA)			credit - labor studies
	Via Torrance			El Camino College	credit - labor studies
	San Mateo			College of San Mateo	credit - labor studies
	Oakland			Merritt Community College	credit - labor studies
	San Francisco		San Francisco State College		credit - labor studies
	San Jose			San Jose City College	credit - labor studies
	San Francisco			City College of San Francisco	credit - labor studies

(Compiled by the UAW Education Department)

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
COLORADO	Boulder	University of Colorado			non-credit - labor education
CONNECTICUT	Storrs	University of Connecticut			non-credit - labor education
	Hartford			Greater Hartford Community College	credit - labor studies
	Bridgeport			Housatonic Community College	credit - labor studies
	New Haven			South Central Community College	credit - labor studies
DELAWARE	(NONE)				
FLORIDA	Miami	University of Miami			non-credit - labor education
DISTRICT OF COLUMBIA		University of Washington, D.C.			credit - labor studies non-credit - labor education
GEORGIA	(NONE)				
HAWAII	Honolulu	University of Hawaii			non-credit - labor education
IDAHO	(NONE)				
ILLINOIS	Champaign	University of Illinois			non-credit - labor education
	Chicago	University of Illinois			non-credit - labor education
	Chicago	Roosevelt University			non-credit - labor education

(page 2)

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
ILLINOIS (cont'd.)	Chicago Heights			Prairie State College	credit - labor studies
	Moline			Black Hawk College	credit - labor studies
INDIANA	Bloomington	Indiana University Division of Labor Studies			credit - labor studies non-credit - labor education
	Indianapolis	Indiana University IU-PUI Campus			credit - labor studies non-credit - labor education
	Gary	Indiana University Northwest Campus			credit - labor studies non-credit - labor education
	Fort Wayne	Indiana University IP-FW Campus			non-credit - labor education
	South Bend	Indiana University IU-SB Campus			credit - labor studies non-credit - labor education
	Kokomo	Indiana University IU-K Campus			credit - labor studies non-credit - labor education
	Muncie	Indiana University IU-Ball State University			non-credit - labor education
	Richmond	Indiana University East Central Campus			non-credit - labor education
	New Albany	Indiana University Southeast Campus			non-credit - labor education
	Evansville	Indiana State University			non-credit - labor education

(page 3)

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
IOWA	Iowa City	University of Iowa			non-credit - labor education
	Estherville			Iowa Lakes Community College	credit - labor studies
	Sioux City			Western Iowa Tech. Community College	credit - labor studies
	Cedar Rapids			Kirkwood Community College	credit - labor studies
	Clinton			Clinton Community College	credit - labor studies
	Des Moines			Des Moines Community College	credit - labor studies
	Fort Dodge			Iowa Central Community College	credit - labor studies
	Keokuk			Southeastern Community College	credit - labor studies
KANSAS	(NONE)				
KENTUCKY	Lexington	University of Kentucky			non-credit - labor education
	Highland Heights		Northern Kentucky State College		credit - labor studies
LOUISIANA	(NONE)				
MAINE	Orono	University of Maine			non-credit - labor education
MARYLAND	Baltimore		Antioch College (AFL-CIO Labor Studies Center)		credit - labor studies

(page 4)

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
MARYLAND (cont'd.)	Baltimore			Dundalk Community College	credit - labor studies
MASSACHUSETTS	Boston	Harvard University			non-credit - labor education
	Amherst	University of Massachusetts			credit - labor studies
	Boston	University of Massachusetts Institute for Labor Affairs .			non-credit - labor education
	Worcester	University of Massachusetts			non-credit - labor education
MICHIGAN	East Lansing	Michigan State University			credit - labor studies non-credit - labor education
	Ypsilanti	Eastern Michigan University		Washtenaw Community College	credit - labor studies
	Kalamazoo	Western Michigan University			non-credit - labor education
	Marquette	Northern Michigan University			credit - labor studies non-credit - labor education
	Rochester	Oakland University			non-credit - labor studies
	Detroit	University of Michigan - Wayne State University			credit - labor studies non-credit - labor education
	Detroit	Wayne State University - Weekend College			credit - labor studies
	University Center			Delta Community College	credit - labor studies
	Grand Rapids			Grand Rapids Community College	credit - labor studies

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STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
MICHIGAN (cont'd)	Lansing			Lansing Community College	credit - labor studies
	Auburn Heights			Oakland Community College - Auburn Hills Campus	credit - labor studies
	Warren			Macomb County Community College	credit - labor studies
	Monroe			Monroe County Community College	credit - labor studies
	Flint			Mott Community College	credit - labor studies
	Battle Creek			Kellogg Community College	credit - labor studies
	Dearborn			Henry Ford Community College	credit - labor studies
	Jackson			Jackson Community College	credit - labor studies
MINNESOTA	Minneapolis	University of Minnesota			non-credit - labor education
MISSOURI	Columbia	University of Missouri			non-credit - labor education
	Kansas City			Pioneer Community College	credit - labor studies
	St. Louis			Forest Park Community College	credit - labor studies

STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
MISSISSIPPI	(NONE)				
MONTANA	(NONE)				
NEBRASKA	(NONE)				
NEVADA	(NONE)				
NEW HAMPSHIRE	(NONE)				
NEW JERSEY	New Brunswick	Rutgers, The State University			credit - labor studies non-credit - labor education
	New Brunswick	University College Labor Studies Dept.			credit - labor studies non-credit - labor education
	New Brunswick	Livingston College Labor Studies Dept.			credit - labor studies non-credit - labor education
	New Brunswick	Graduate School of (Labor) Education			credit - labor studies
	Mahwah			Ramapo College of New Jersey	credit - labor studies
	Newark			Essex County College	credit - labor studies
	Edison			Middlesex County College	credit - labor studies
	Trenton			Mercer County Community College	credit - labor studies
	Mays Landing			Atlantic Community College	credit - labor studies

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STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
NEW MEXICO	(NONE)				
NEW YORK	New York City	Cornell University			credit - labor studies non-credit - labor education
	Albany	Albany District N.Y. School of Labor and Industrial Relations			credit - labor studies non-credit - labor education
	Buffalo	Buffalo District N.Y. School of Labor and Industrial Relations			credit - labor studies non-credit - labor education
	Ithaca	N.Y. State School of Industrial & Labor Studies - Central District			credit - labor studies non-credit - labor education
	New York City	Metropolitan N.Y. School District, N.Y. School of Labor & Industrial Relations			credit - labor studies non-credit - labor education
	Farmingdale	Farmingdale Long Island SUB Office, N.Y. School of Industrial & Labor Relations			credit - labor studies non-credit - labor education
	New York City	Empire State College			credit - labor studies non-credit - labor education
NORTH CAROLINA	(NONE)				
NORTH DAKOTA	(NONE)				
OHIO	Columbus	The Ohio State University			non-credit - labor education

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STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
OHIO (cont'd)	Akron	Ohio State University Northeast Region			non-credit - labor education
	Toledo	Ohio State University Northwest Region			non-credit - labor education
	Cincinnati	Ohio State University Southwest Region			non-credit - labor education
	Columbus	Ohio State University OSHA Project			non-credit - labor education
	Akron			University of Akron Community & Technical College	credit - labor studies
	Hamilton	Hamilton & Middletown Campus of Miami University			credit - labor studies
	Youngstown	Youngstown State University			credit - labor studies
	Cleveland	Cleveland State University			credit - labor studies
	Toledo			University of Toledo Community & Technical College	credit - labor studies
	Dayton			Sinclair Community College	credit - labor studies
	Cleveland			Cuyahoga Community College	credit - labor studies

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STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
OKLAHOMA	(NONE)				
OREGON	(NONE)				
PENNSYLVANIA	University Park	The Pennsylvania State University (statewide program)			credit - labor studies non-credit - labor education
	Scranton	The Pennsylvania State University - Scranton Campus			credit - labor studies
	Reading	The Pennsylvania State University - Burks Campus			credit - labor studies
	Media	The Pennsylvania State University - Delaware Campus			credit - labor studies
	Pittsburgh			Community College of Allegheny County	credit - labor studies
	Newtown			Bucks County Community College	credit - labor studies
RHODE ISLAND	(NONE)				
SOUTH CAROLINA	(NONE)				
SOUTH DAKOTA	(NONE)				
TENNESSEE	(NONE)				
TEXAS	Houston	University of Houston			non-credit - labor education

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STATE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOR EDUCATION COURSES CREDIT/NON-CREDIT
TEXAS (cont'd)	Fort Worth			Tarrant County Junior College	credit - labor studies
UTAH	(NONE)				
VERMONT	(NONE)				
VIRGINIA	Blacksburg	Virginia Polytechnic Institute			non-credit - labor education
WASHINGTON	Seattle			Shoreline Community College	credit - labor studies non-credit - labor education
WEST VIRGINIA	Montgomery	West Virginia Institute of Technology			non-credit - labor education
	Morgantown	West Virginia Institute of Technology			non-credit - labor education
	Wheeling			West Va. Northern Community College	credit - labor studies
WISCONSIN	Madison	University of Wisconsin			non-credit - labor education
	Milwaukee	University of Wisconsin School for Workers			non-credit - labor education
WYOMING	(NONE)				
PUERTO RICO	Rio Piedras	University of Puerto Rico			non-credit - labor education
VIRGIN ISLANDS	(NONE)				

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CANADA

PROVINCE	CITY	UNIVERSITY	COLLEGE (4-year)	COMMUNITY COLLEGE	LABOUR EDUCATION COURSES CREDIT/NON-CREDIT
Quebec	Montreal	McGill University: Labour College of Canada			credit - labour studies (one-year certificate program)
Ontario	Welland		Niagara College of Applied Arts and Technology		credit - labour studies (one-year certificate program)
	Windsor			St. Clair Technical School	credit - labour studies (one-year certificate program)
	Toronto		Humber College		credit - labour studies (one-year certificate program)

Education Builds Unions

UAW

"If your plan is for one year, plant rice;

For ten years, plant trees;

For a hundred years, educate men."

Kuan Tze

A. D. L. S.

Suggested For an Associate Degree
In Labor Studies Program At The 2-Year
College Level

UAW EDUCATION DEPARTMENT
Solidarity House
8000 East Jefferson, Detroid, Mich. 48214

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